

JUNIATA

COLLEGE BULLETIN

SPRING ISSUE 1970



THE CHALLENGE
OF CHANGE



A change of attitude is apparent at Juniata this year. It seems to stem in part from the work of the Task Force, an organization charged by the President and Faculty with the responsibility to re-examine the purpose and program of the College. The new attitude is a compound of hope, excitement, creative effort and involvement in this community wide project.

The Spring Issue of the Alumni Bulletin is designed to acquaint the reader with the history of the Task Force and how the alumni may relate to it. A number of articles outline the views of both faculty and alumni.

The Editor wishes to express his appreciation to Mr. Donald Hartman, Dr. Paul Schettler, Jr., Mr. Thomas Woodrow '58, and Dr. Howard Angstadt '57 for their contributions.

The Alumni Bulletin welcomes your comments and will print as many letters as possible on the subject as outlined in the article beginning on Page 1. By printing your views we hope to make a significant contribution to the campus dialogue.

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Design and Production:

Office of Public Information



Look-alikes in 1880



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The Juniata College Bulletin is published quarterly (Winter, Spring, Summer, Fall). Second class postage paid at Huntingdon, Pa. Send Form 3579 to Juniata College, 17th and Moore Sts., Huntingdon, Pa. 16652

JUNIATA COLLEGE

Huntingdon, Pennsylvania 16652

JOHN N. STAUFFER, PRESIDENT

To All Contributors to Phase I of the Margin of Difference Campaign

Dear Friend:

If you have not already heard the good news, I am glad to tell you that Phase I of the Margin of Difference effort has been successfully concluded a year ahead of schedule. Alumni, parents, trustees, and other benefactors -- friends, all, of Juniata -- responded generously in fulfilling our shared responsibility to add new strength to our college. Exceeding the goal of \$2.8-million which was to be reached by December, 1970, we received \$3,003,645 by December 31, 1969.

This is the magnificent result of the effort of hundreds of persons who have given generously and worked diligently in Juniata's behalf. To all who have played a part in this notable success, I express my deep gratitude.

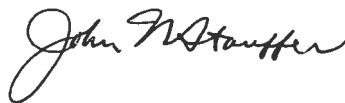
What you have done provides for a large part of the cost of Ellis Hall and adds significantly to Juniata's endowment. Ellis Hall is proving its worth as a center of intellectual, cultural and social inter-action among students, faculty and, on some occasions, alumni and parents. Many persons on the campus ask, "How did we ever get along without this excellent facility?" We continue to need approximately \$350,000 to meet the debt on Ellis Hall and this we expect to receive as a part of Phase II of the Margin of Difference.

The beneficiaries of this giving are Juniata students, both present and future. It is a marvelous thought that, when we have moved on, Juniata will continue to serve students ever more effectively because of what you accomplished so quickly and so generously.

This issue of the alumni magazine gives special emphasis to the work of faculty and students in developing new concepts for fulfillment of Juniata's responsibilities in teaching and learning. Improvement is always necessary, and significant improvement will certainly be achieved if the present dedicated and enlightened work is well supported.

Thank you for what you have done and will continue to do to insure Juniata's future usefulness. In these days when the survival of private liberal arts colleges is being questioned and, indeed, threatened, we are determined, with your help, to see to it that for Juniata there will be not only survival but significant survival. Anything less than this will not be acceptable to you or to me.

Cordially yours,



March 18, 1970

Juniata's educational purpose under searching review

by Barnard C. Taylor

During the afternoon of March 7, following the regular business meeting of the Juniata Alumni Council, a free-wheeling discussion was held with representatives of the Task Force who are now engaged in studying the educational program of the College.

Council members enthusiastically plunged into the problems now under consideration by the campus organization whose chairman is Professor Wilfred Norris '54. With the assistance of faculty, students and administrators, the alumni explored the question originally asked by President John N. Stauffer '36 in his installation address, "What is the purpose of the College?"

A searching review

Immediately following his arrival on campus the new President called for a searching review of the program and

purpose of Juniata and laid the basis for the work of the present Task Force.

In 1968 President Stauffer spoke of his determination to make his alma mater "a significant servant of our free society during the later third of this century." He expressed the urgent need for the College leadership "to describe, define and interpret, and constantly to make more relevant the purposes that Juniata can best fulfill, consistent with its heritage and consistent also with its present responsibility."

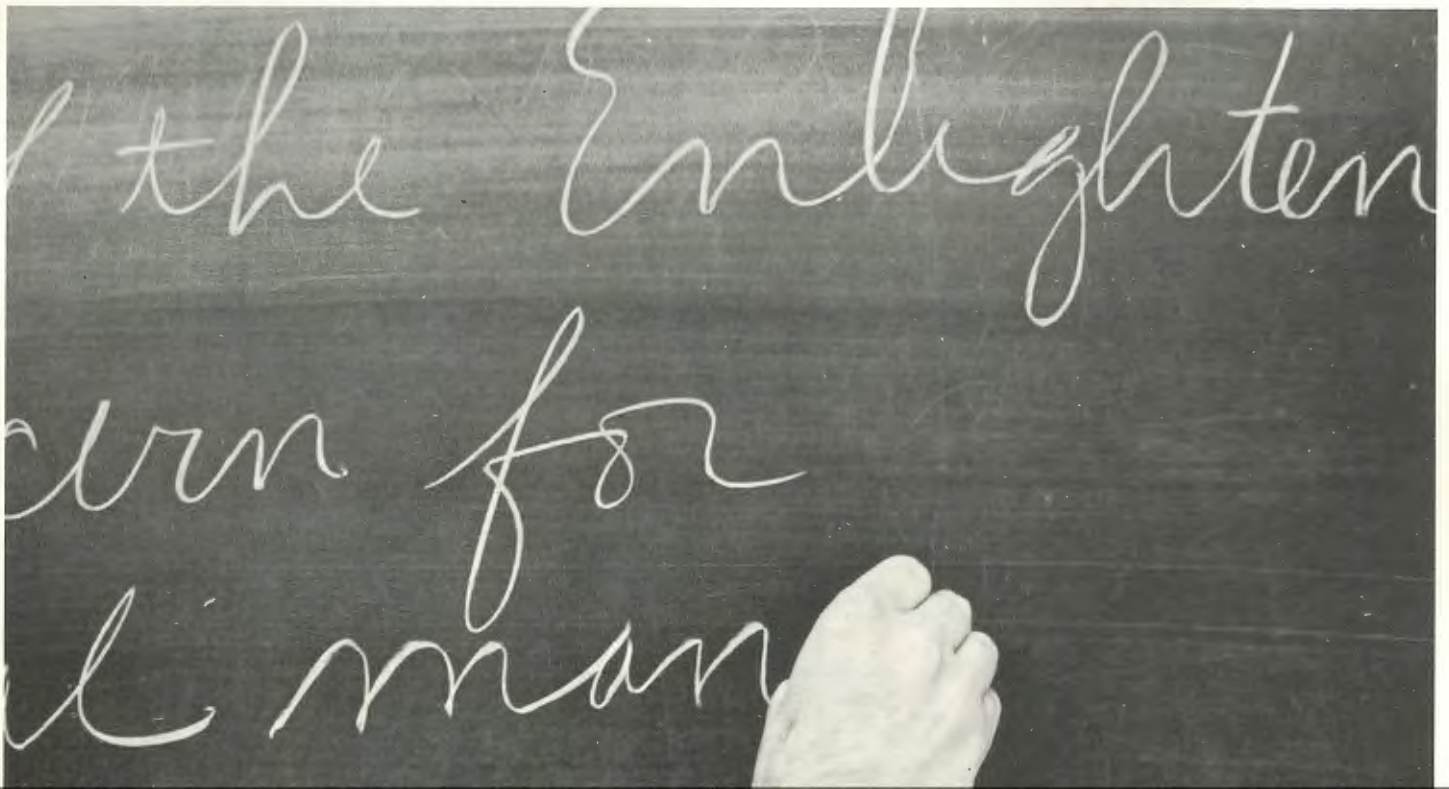
President Stauffer opened the second year of his administration with a call for new policies in education to match his own re-casting of the College management. He has expressed his determination to build upon the record of inspired leadership provided by Charles C. (1930-1943) and President Emeritus Calvert N. Ellis (1943-1968).

It soon became apparent at the Alum-

ni meeting with the Task Force that Juniata's response to President Stauffer's challenge to begin a re-examination was in line with similar projects at other colleges. Dr. Kathryn Oller '38, associate dean of the graduate School of Library Sciences at Drexel University, told the group of the two years she had spent doing the same kind of study.

Professor Donald Hartman, who is a faculty member of the Task Force, said bluntly: "We on the faculty want to know what we are doing, why we are doing it, and how we can do it better! Nobody really knows how you take an idea from one head and place it in another—although that is our business."

Dr. Russell Hill '55, a professional in the field of education and outgoing president of the Juniata College National Alumni Association asked: "What can the alumni do to help?" He gave a partial answer to his own question by urg-



ing consideration of a proctoring program involving students and alumni.

Before the meeting adjourned it was decided that, wherever practical, the alumni should be invited to serve on the Task Force committees or provide other assistance from the vantage point of their experience. Another meeting of the two groups was scheduled for Reunion Weekend.

A revolutionary time

Colleges and universities around the world were headlined during the turbulent decade of the sixties and some citizens began to think that nothing was happening in higher education except the cultivation of long hair and beards or bigger, more disruptive and photogenic demonstrations. Close observers of the campus scene can confidently contradict that image. There is—at Juniata anyway—a ferment almost totally unrecorded in the press or on television that holds great hope for the future.

The ferment on this fifty-five acre campus is around the work of the Task Force established in the spring of 1969 “to study the whole spectrum of the educational program of the College . . .”

Like a whirl-pool this study inexorably has drawn toward its center the faculty, administration, students and alumni in an exciting process of self-analysis.

During the past decade pressures have mounted at Juniata, as they have at all centers of higher education in America, to move in contradictory directions. Should we be a liberal arts College? Should we train students for a job only? Should we train students to meet graduate school requirements? Should we hold to curriculum requirements which seem irrelevant? Are we correct in playing the parental role? What is the future of Juniata?

Each position has support among parents and students. The undergraduate leader on Juniata's campus, as on others, is engaged in a very youthful, energetic and idealistic attempt to avoid anonymity. He rejects the impersonal and the mechanistic. But somehow, he hopes to find as human and humane a life style as possible.

The student demands that his education meet his personal requirements and those of society. He cares little for long established curricular rigidity and, if he is interested in applied mathematics and what that field can do for the distribu-



tion of health care, he demands the right to study both subjects for credit without a lot of institutional impediments.

Increasingly at Juniata, he is allowed that right through independent study, tutorials and special courses. Both the faculty and administration welcome these changes. As the old separations between academic disciplines vanish under pressure from the complexities of new times, spirited men who might otherwise despair of coping with the seventies, applaud. Solutions to our new educational problems are almost certainly forthcoming.

Task Force established

That there is a major and thorough-going study of Juniata's curriculum and educational purpose should surprise no one. The pragmatic attitude of Americans has always placed its stamp on higher education. The unique college institution in this country, like the American language itself, unusually rich and often confusing in its sheer variety, is the product of indigenous forces.

Early last year President Stauffer spoke to the faculty about the urgency of a re-examination of the College operations. In May, 1969, the Faculty Council adopted a motion which would create a committee “to study the whole spectrum of the educational program of the College, make progress reports periodically to the faculty and finally to make recommendations to the faculty at large for consideration and action. The (academic) divisions were directed to elect two members each for this committee. The Faculty Council, in consultation with the President and the Dean, might add a maximum of two additional members.”

The newly formed Task Force started work during the summer of 1969 but did not settle down in earnest until September when meetings were held on a weekly basis and two student represen-

tatives joined the group. On Mountain Day in October, an open discussion was held during which the problems of campus “community” and “communications” were frequently mentioned.

As a result of this experience a full day of discussions was scheduled on November 19 in place of the regular classes. Three fifths of the student body participated. During the Christmas holidays the Task Force held two marathon sessions of its own.

In an issue of TOPICS, the campus newsletter, Rev. Robert Faus, Task Force secretary and minister to students, wrote: “It soon became apparent that the committee had more at stake than a consideration of program alone; such items so basic as the purpose of the institution, the philosophy of liberal arts education, the style of the educational process and the place of extra and co-curricular activities must also be considered.”

In composition the Task Force is sufficiently diverse to insure a broad and searching appraisal of educational alternatives. The student members are Karl Kindig '73, from Clearfield and Michael Long '71, from Roaring Spring. Faculty representatives include: Donald Hartman, instructor in philosophy; Esther Doyle, professor of English; Sara Clemson, assistant professor of education; Thomas J. Nolan, associate professor of economics and acting registrar; William Russey, associate professor of chemistry; Wilfred Norris, professor of physics; and Robert Faus, assistant professor of religion and minister to students.

A curriculum proposal, tentative in nature, has been circulated to all faculty members and to faculty and ad hoc committees for discussion. In all, there are now a dozen or so committees working at close range on problems affecting the future of Juniata. Regular committees are: Admissions, Curriculum, Educational Resources, Faculty Council, Registration and Standing, and Student Activities Council.

Ad hoc Task Force Sub-committees include: Campus Communications, Campus Events, Discussion Day Continuation, Economic Study, Educational Methods, Inter-Institutional Cooperation, and General Education.

The Task Force, in addition to serving as coordinator of these studies, has its own agenda for the next few months. The following articles reflect but do not predict the outcome of the work in hand.

Revision of curriculum an awesome responsibility

by Dr. Howard P. Angstadt '57

Dr. Howard P. Angstadt is a research chemist with the Sun Oil Company and lives in Media, Pa. He attended Mt. Penn High School and graduated from Juniata College in 1957. His Ph.D. was earned at Purdue University (1961). He is married to Dr. Carol Newburg Angstadt '57, assistant professor at Hahnemann Medical College. They have two children.

There exists today on the Juniata campus a group comprised of faculty, administration and students which is charged with one of the most awesome tasks in the history of the college. I speak of the recently organized Task Force and their objective of a re-evaluation of the aims of the college and the methods by which these aims are to be attained.

As a loyal alumnus of Juniata, and as one upon whom Juniata's influence was particularly significant, I have an abiding interest in the future growth and well being of the college. There is a strong feeling among many alumni that for the most part alumni are thought of by those conducting the daily routine of the college as simply another economic factor of life. Yet among the graduates of almost any college there resides a considerable store of quite varied and useful talent and experience frequently linked with tremendous good will that could effectively serve the college in more than economic affairs.

It does seem somewhat surprising, therefore, that a closer liaison does not exist outside of financial matters between the alumni, or what might be termed the "college-past," and the administration, faculty and students, the "college-present," for working toward the solution of all the problems of the "college-future." And I think there is

no doubt that the future of the small liberal arts college will present many and varied problems. Like the Monday morning quarterback, the alumnus also has the advantage of hindsight as he reflects on his education in the hard light of present day reality. This can be a quite valid perspective, yet it can also be hard to locate in the thinking of many college communities.

The re-evaluation of the objectives of the college requires the definition of, or a consensus about, some very basic philosophical concepts. For example, of what is a liberal arts education composed and is it of value today? Can such a thing be taught, and if so, how may it be done best? What unique contribution can the small college make in today's society in order to assure its continued existence in the educational cosmos? These questions and others that ought to be asked may not have answers in the traditional sense, yet it might be reassuring to those involved in seeking their solution to know the thinking of the products of the educational philosophy employed in the past.

Continuously evolving

Like nature, the education of an individual is, or should be, a continuously evolving affair. For most of us, however, it comes in well-defined situations in large doses early in life and only sporadically thereafter. These educational encounters determine to a large degree who we are and what we will become. It is my opinion that the education of an individual, and therefore the curriculum designed to effect this education, ought to have two basic components—that which can be called the enabling portion and that which is enabling. The enabling aspects are easily

defined as that portion of a person's formal education which attempts to provide him with a mechanism for making a living. The enabling features of an education are more difficult to pinpoint but may be summarized as those experiences which give us the capacity to elevate our society. Hence any curriculum designed to educate should not only prepare the student to make his way, but also insure that the world will be a better place for his having made it. Let me attempt to illustrate these elements further.

The word education as applied to the enabling segment is something of a misnomer. The student who wants to become an engineer takes predominately those courses designed to equip him with the tools to be an engineer. The same holds true for the chemist, the economist, the biologist and many other disciplines. But a similar thing may also be said for the plumber, the electrician, the bricklayer, etc., only the latter aspirants get their "courses" on the job. I wonder if, then, the enabling ingredient of a college education might in fact more accurately be called training. Affixing this label in no way degrades it in as much as it is still a most necessary feature of the preparation of individuals who want to participate in occupations for which extensive and intensive study is required.

And with regard to the content of this portion of the curriculum, the individuals best qualified to set the standards of accomplishment are those persons who have completed the requirements for professional certification and are practitioners of the discipline. They know from experience and reflection what tools will be required to make a significant contribution to the present state of the profession, and they know

this better than the students who seek this knowledge, popular student attitudes of today notwithstanding.

Value judgements

The enabling facets of higher learning are an entirely different matter. To enable the society in which one participates is a concept which itself contains the arbitrary element of making value judgements. It has been vividly demonstrated repeatedly in recent times that there is sizable disagreement about what constitutes the elevation of society. We all come to college endowed with a unique experience that the sociologist tells us is the sum total of our lives to that point. Many of us possess a set of values derived from a very particular culture and frequently the most important input determining those values is our family. It is in college that we first become aware that a great many equally valid options other than those already familiar to us exist. Thus, the entire spectrum of human experience must become available for our evaluation. It is becoming increasingly apparent that this knowledge may come in many ways in addition to the formal lecture halls.

But knowing what has been man's past experience is not sufficient. A curriculum must provide a method for each individual to decide upon some basis for future personal action. I suggest that the study of philosophy along with the

rigorous logic of mathematics are among the essential subjects if one is to discard the mantle of prejudice and approach the realm of objectivity.

Yet even if our education provided a mechanism for an appreciation of the wide variety of human experience, and even if we learn to synthesize our way to a personal philosophy, this would still not be education enough.

The opportunity should be available for the student to test and evaluate the results of his education. Preferably this should come about through human interaction and Dr. Hill's preceptor program (J. C. College Bulletin, Fall 1969) appears to be a novel idea of some merit in this regard. If the cold light of evaluation exposes defects, a student still has time and the opportunity to reject and reconstruct the defective elements.

Student responsibility

Since we all arrive at college with different capacities, levels of preparedness, and motivation, a good curriculum must not only provide all of the above opportunities, but it must do so at different levels. Today's student may already know from what he might profit most and which pedagogic techniques really turn him on. Therefore, considerable latitude should be offered to him in the design of this part of his program. Many students will need to be made aware, however, that probably never again will they live among such

an extreme concentration of intellect. Each faculty member represents a very high degree of specialized knowledge, and the student pays dearly to join this community. Thus, while I feel the responsibility for becoming educated rests primarily with the student, a good curriculum makes his task easier by continually providing, both formally and informally, for many types of encounter where information exchange can readily take place.

In the final analysis it may be that the unique contribution which the small liberal arts college can make is that of educational innovation. A curriculum should not be a static thing. It should have both a mechanism for rapid and radical change as well as a device to return to proven techniques when the more novel do not live up to expectations. Just as a good curriculum offers a student ample opportunity for self-evaluation so should it also be under continuous scrutiny for defects. In this regard the small college may possess enough of an advantage to thrive in the presence of more ponderous institutions.

These, then, are some of what I believe to be essential components of a new curriculum for Juniata College. In this day when the small liberal arts college is threatened from many sides, the revision of the college curriculum is indeed an awesome responsibility, yet at the same time it represents a great opportunity which dare not be missed.



Dr. Howard P. Angstadt '57



A point is debated during the Task Force day of discussion.



Huntingdon General Plant Manager Roy Hess of Owens Corning Fiberglas Corp., (right), talks with Myrna Laird '70 and Robert Krouse '70 about products of his plant.

Business Intern program involves seven companies

by Robert B. Blakeslee
Director of Publicity

What makes a man an executive? How does an executive think? What constitutes the all-important "executive decision?"

An intimate view into the world of the business executive for eight weeks offered some interesting answers to these questions for eight Juniata seniors who participated in the College's business internship program in cooperation with seven local Huntingdon firms.

The students, all but one of them business majors and all seniors, have been assigned, after careful screening and interviewing, to specialized roles in the management of the General Finance Corporation, Miller's, Swigart Associates, Elco Huntingdon Corp., Owens-

Corning Fiberglass Corp., Westab, Inc., and Gerbo Footwear Corp. The program was begun last year with six firms participating. This year Gerbo became the seventh.

The program provides a "step in the right direction" for students who plan to enter the business world right out of college. The greatest advantage the traineeship offers the student, according to Professor Neil Dowling, coordinator of the program, is a "rare insight into the patterns of executive decision making."

"The processes involved in making a top-level decision are not so textbookish, not so easy as they may appear," Dowling tells his students. So the on-the-job experience gives the student a chance to relate his textbook theories to actual working conditions and processes.

The students work for eight hours a day, five days a week for eight weeks without pay. Their reward comes in the form of experience that will be far more valuable than wages.

Actually, the reward system works both ways, according to Miller's executive Richard Coffman '50. "The student intern learns the whole business from top to bottom, and as a newcomer may help us discover some more efficient ways of doing things. He might even wind up saving us a lot of money."

Coffman, who heads the family shopping center's "MMT"—for "Miller Merchandising Team"—has been with Miller's since 1946.

Ted Kline, an affable keen-eyed blond young man from York, will serve as the intern for Miller's. One of his specialized projects while on the job will be to perform a study of traffic patterns in the areas of peak activity in the store. He may ask salesmen or counter clerks to help him observe the pattern a "typical shopper" follows from the time he enters the store until he leaves, and then after collecting data on a representative number of shoppers he may feed the information into a computer at the College as part of a formal study. Another study might involve a customer opinion survey or any number of similar data-oriented projects.

Coffman observed that last year's trainee from the College "made our clerks feel that what they're doing is important, and generally improved morale in the store just by asking a lot of questions that made people talk about their work."



(From left to right) Personnel Manager Barry Drugg of Westab, Inc. and Customer Service Manager Kim Burket '60, discuss printing design with Business Intern Kenneth B. Rookstool '70.

We must prepare individuals to become whole persons

by Donald T. Hartman

Donald T. Hartman, instructor in philosophy is a native of Lebanon, Pa. He graduated from Warwick High School (1961) and received his A.B., Magna Cum Laude, from Albright College in 1965. His A.M. was earned at the University of Michigan (1967) and he is presently writing his doctoral dissertation. From 1966 to 1968 he was a Teaching Fellow at the University of Michigan.

In order to deal with the question of what our educational institutions in general, and Juniata in particular, should be doing, I have found it necessary not only to have a philosophy of education, i.e. answers to the question of *how* we ought to teach, but also to have answers to the following questions, which are instrumental in determining *what* we ought to teach: (1) What reasonable estimate can we make concerning the future of our society? (2) How does the individual fit into this picture with respect both to his needs and to his responsibilities? (3) How do answers to these questions affect our responsibilities as educators?

Now I would not be so bold as to argue that there are no further questions. Some of my colleagues would say, for instance, that there is at least one question that is prior to all of these, namely the question of man's relationship to what is transcendent. I need not disagree. But I think a good case can be made for saying that that question is of a different kind from the rest. Educational institutions are at least social institutions, hence must be viewed from the point of view of society. This does not mean that there is not a point of view from which society as a whole can be seen. But insofar as my space, intelligence, and attention span are limited, I ask your indulgence in not attempting to answer all the questions

that there are. Some of them have yet to be "answered" in all of man's history. I see no reason, offhand, to expect that they will be answered in this issue of the *Alumni Bulletin*.

Revolutionary society

Let us begin, then, by dealing with the questions I have listed. With respect to the first question, it is useful to ask just where, as a society, we are now. I think that, without prejudice, it can be said that we live in a revolutionary society. There have always been changes, to be sure, and to think that one's own time is worst of all, or is unique in this respect, is to be guilty of historical parochialism. Nevertheless, there are unprecedented events: the racial revolution, the weaponry revolution, the education revolution, the technological revolution, and so on.

Now although I won't do it in detail, here, I think a good case can be made for saying that, in some sense, all of these events are dependent upon the technological revolution. And the technological revolution, which few of us understand in the social sense, has just begun. Only a little over one percentage of the industry in this country that can be automated has in fact been automated. It is a reasonable estimate that, given that the operational principle

of industry is greater efficiency, the percentage of automated industries and of automation within industries will continue to increase. This means that, for instance, far from increasing the proportion of jobs available for a given population, even those individuals who are qualified and willing to work will find it more and more difficult to find jobs.

This, I suggest, will lead directly to a crisis (which, I would argue, we are beginning to feel now), not an economic or social crisis, necessarily, but a crisis of identity in man's consciousness. In this day, most men understand themselves first as producers of things; our jobs unify an otherwise disjointed experience. In the machine society and at the beginning of the technological era we were (are) all encouraged to become cogs in the industrial scheme. We even place moral values on work: A person who doesn't do "honest work" for a living is somehow morally deficient. This may once have been true, but if we continue to accept this definition of ourselves, and if we are also prevented from producing in the only way we understand, then we are in fact left without a definition or understanding of ourselves.

Some may choose to argue whether this is the likely future of our society. They may reject the notion that society will be what has created but no longer needs to maintain its technology. But consider: man's battle, historically, is with nature. We internalized (or externalized) the command to change the face of the earth. (We are beginning to suffer the effects of blindly carrying out that command.) Until recently, man has had to battle nature continually, merely in order to survive. If society lasts, the victory is assured: already we need to spend at most eight hours a day in that pursuit. If I am correct, the



required amount of time will steadily decrease. The implication is that unless we come to a clearer understanding of ourselves, we will be left with nothing to do *but* revolt, either under any pretext at all, or merely for the sake of revolt. When one does not have to worry about his own survival, when that is no longer a cause, he will find other causes—usually against other men, or against even himself. (I am not sure about the pollution scene. Certainly it is one of our most pressing problems. But is this a battle man has with nature or with himself?)

The examined life

In the face of this, what must our commitment as an educational institution be? I think that the answer is clear: we must develop and foster a new, or at any rate an alternative, view of the nature of man. The urgency in this commitment is not so much that we need something completely new as that it needs to be widespread among our population, for it seems to me that the goals of education cannot have changed much since the inception of educational institutions: what we wish is to prepare individuals to lead the examined life. What has changed is that the masses are coming to the classroom. Everybody wants what formerly was reserved for the few. Moreover, it may now be necessary to see that they get it. Education is a preparation for a life-style. In having to make "education" available to

everyone, we have lost that purpose or maybe lost track of it. But that purpose, is the only ultimately justifiable one.

It would be arrogant in the extreme to think that anyone can be brought to an understanding of the examined life by being told about it. What is primary in that lesson is experience. But experience is not sufficient. We cannot go through life simply as reactors to our sensory input. We must also come to an understanding of what to make of our experience. Before we can help to hunt, we must know that there is a search going on—and it is this knowledge that an educational institution can provide. Then, once we have begun to make sense of ourselves, we can begin to deal fairly and confidently with the problems that face us both individually and collectively.

John Stuart Mill asked what each of us would rather be, a happy pig or an unhappy Socrates. Leaving aside the question whether we are ever in a position to decide anyway, the fact is that most of us are just unhappy pigs. The illusions of post World War II society have become today's disillusion. We are collectively sick because individually we have no sense of integrity. (We still think that means not lying.) Many of us, for instance, admit that if we could do what we wanted, we would be doing something else. We lack courage, not because we are deficient, but because it has been trained out of us. We have been "educated" to the point that we have no perspective on ourselves, our

society, or our own place in it. We accept the status quo, not because we love it, but because we can think of no alternatives.

Aim at integrity

Assuming that the reform of education can come from within education—I am willing to argue that it can, then what we must do is start from the beginning, with each individual, and lead him to a sense of self. This means that we must prepare each individual to find his own definition of himself. There is no alternative: if we are to survive according to any acceptable standard, we must finally leave behind the barbarism from which, as a species, we have never escaped. This requires that we do something else in college besides shape individuals to fit already existing slots. We must prepare individuals to become whole persons—persons who are not governed by what is false and thoughtlessly imposed, who can separate the good from the bad (or at any rate who know there is difference), who understand or work at understanding what they are. In a word, we must prepare actors, not reactors—persons who recognize and follow the law within themselves but who also examine this law continually, persons who never *assume* that they are either finished or always right. To say the obvious, in this case, is to remind ourselves of what we too easily forget: if it is integrity we want, it is integrity at which we must aim.

Professor Donald Hartman enjoys a classroom joke.





The panel on population control included: (from left to right) Mrs. Sandy Osborne '69, Professor Ralph Church, Rev. Walter Smith, Jonathan Pinkett, Martin Gorosh, Dr. Clifford R. Adams and Miss Sarah Hamilton.

Encounter '70



The panel on racism included Albert Rojas, Professor Richard Sahn, Rev. Dudley Sarfaty and Rev. Clayton Fox.



Col. James Hafer described government policy.



The panel on the responsibility of youth to society.



Headquarters for Encounter '70 in Ellis Hall.

One of the biggest events of the year was *Encounter '70*, a student organized colloquy during which the campus played host to approximately 40 professional people to "rap" with students about such subjects as foul air and pollution of streams, poverty and overpopulation, education, racial conflict, the war in Vietnam, sex, the hippie scene and more.

About a third of the student body, many faculty, administrators and towns people attended most of the panel discussions. Beginning all day Friday, February 20, and running through a sleep-in sponsored by the Junior Class in the Ellis Hall Ballroom, the endless discussions on every possible topic created one of the most stimulating events of the year.



Students follow a debate with intense interest.

Modular concept offers educational flexibility

by Dr. Paul Schettler, Jr.

Dr. Paul D. Schettler, Jr., assistant professor of chemistry, attended East High School, Salt Lake City. He earned his B.S. at the University of Utah (1958) and his Ph.D. at Yale University in 1964. He was a Postdoctoral Fellow at the University of Utah and a Teaching Intern at Antioch College. He is married to the former Karen Hegsted and they have a son, George, age two.

Modern higher education is fundamentally paradoxical. On the one side it roots in a tradition of freedom of thought and expression, while on the other side the pressures of society force it to grant degrees based on the completion of requirements. The crisis we are now in is born from the collision of these two forces, freedom and control. To yield completely to one is to destroy the other and be destroyed in turn. Historically, the roots of intellectual or academic freedom extend back to the ancient universities which endeavored to provide a climate with both time to create and immunity from its possible consequences. The fruit of this effort has been the production of most of man's most imposing conceptions. In the absence of external constraints creativity flourishes; if creativity is fettered it either dies or becomes contingent upon the external constraint. Examples of constraints are the political or religious ideologies of rulers. A creator cannot know whether his production will in fact meet the constraining criteria before the creative event in fact occurs. History is full of the distortions that have resulted from the collision of a creative mind with some externally preconceived constraints.

On the other side people with academic training are useful to society and

are sought to fill many responsible and sensitive positions. In fact, many or most graduates use their degree as a weapon to achieve such positions. If our modern, democratic, and technological society is to survive in any form, institutions must therefore take their certification responsibility seriously. The traditional expectations of society of the capabilities of a man with the bachelors degree are quite detailed. A recipient is expected to be able to read and to intelligently comment upon sophisticated but general literature as well as speak and write fluently and in a manner that manipulates concepts with some adroitness. In addition, to these general abilities he has some considerable knowledge of a specialty or major. A history major is expected to know off hand major events during the reign of Napoleon; a chemistry major must know how a battery works. In these as well as other cases his knowledge proceeds beyond this straightforward technical information and begins to obtain some grasp of the theories used to relate such facts. He has some appreciation of the methodology of his specialty. He is able to read professional literature in his major, and should have made some beginning at writing competent technical literature. He is expected to have participated in a general education program where he is given the opportunity to relate his technical knowledge with

"the human condition" as a whole. One fundamental purpose of such general education is to give the student the tools by which he can make the fundamental value decisions that each of us must make as human beings; general education thus cannot be a smattering of unrelated courses. In liberal arts colleges (and particularly in church related colleges) the general education program is expected to place special emphasis on problems of value, morality, and ethics. Finally a degree recipient is expected to have a certain intestinal fortitude as well as innate ability as evidenced by his survival in an academic program of about four years duration.

Freedom mocked

The very requirements which assure competence may in turn ravish the individuals sense of freedom of thought. This is particularly the case if the institution, in addition to the generally accepted requirements, takes upon itself the job of educating or indoctrinating the students in some particular world view. To engage in such "education" or "programming" is not only to destroy academic freedom but to make a mockery of it. There are more polite terminologies for the process but students today recognize the fraud. The only way an institution can avoid the charge of programming students is to provide alternative tracks by which a student can educate himself and allow the possibility of a student to create his own tracks. On the other hand the only way that the institution can assure that a certification is valid is by a careful analysis of each track in terms of the general degree requirements that I have stated. The problem is not simple. Simplistic solutions will either





Two Task Force discussion day chairmen listen to arguments about education.

decrease student freedom or the minimum degree proefficiency or both. We must endeavor to improve both. Specific suggestions follow.

Certification is different from obtaining an education in the minds of some students. As such they may desire to maintain as much freedom as possible by not actively participating in a degree program or by participating only in some partial sense. Non-degree programs are and should be a clear option.

We must endeavor to improve student-faculty relationships. This is easy to say but impossible to institute as policy because of the individual nature of the relationships. Suffice it to say that a liberal arts college with its small student body and large faculty to student ratio is a necessity to this end. It is a mistake to depend too much on the forming of such relationships. For example, no single faculty member has the time nor the ability to advise students in all aspects of the construction of a valid cohesive program. Likewise many students resent the attempt to advise as an effort of the advisor to construct the program in the advisors image. Such advising must either be done by a cooperating group of several faculty, or by a single faculty member working with course modules rather than individual courses.

Modular concept

One possibility is that the curriculum should be reorganized around a modular concept. Each module is to consist of a group of course offerings chosen so as to provide some coherent structure. At the present each department offers a

well defined group or a module of courses designed to provide a technical specialty. Likewise the English, foreign language, and physical education competencies also are modular in nature. We need to extend this concept in a detailed way to inter-departmental specialties resulting in majors such as geochemistry. This is equivalent to introducing the possibility of a minor, or a dual major in a more considered manner than is now the case. Division I has been a leader in this respect with their creation of Comparative, Medieval, and Russian Area Studies sequences from existing courses in established departments. This step would allow much greater flexibility to students who desire to enter a multi disciplinary field, or want to change from one major to another related one and want their efforts in both directions listed on their credentials, or don't want to be locked into one of the majors presently offered. It need not result in any significant increase in the number of courses. Likewise, the modular concept should be applied on an inter-divisional basis to create specific general education sequences with the aim of giving the student the choice of several distinct cohesive sequences. For example, a natural science major might take a general education module in environmental science. This would be designed to include courses which now exist in ecology, political science, history, sociology, social psychology, as well as value theory and/or ethics. The module would also include a new course designed specifically to show how each of the above subjects bears upon the students major. The result would be a Division III



Dr. Paul Schettler, Jr. in the Chemistry Department laboratory.

major who would be motivated and have the skill necessary to apply his scientific knowledge to the Gargantuan environmental problems we face. In a similar manner, a module could be built around methodology, its similarities and differences in different fields, or as Dr. David Henrie '62 (Assistant Professor of Chemistry, Juniata College) has suggested, around the concept of regularity and symmetry and how it arises in fields as diverse as physics and poetry. The Nature of Man course could be the first step in a "general education" sequence. In a similar manner Great Epochs could be the beginning of an historical approach. The possibilities seem limitless and in addition can be created primarily from courses already being taught but not being used to their fullest potential. The composition of each module would not be completely rigid in respect to courses. In many instances several courses would fill some particular need within a mod-

ule and the student would have his choice.

I would suggest that a communications module replace the present English and foreign language competences. It would contain a short course (approximately three weeks) in speed reading with a goal of at least 600 words/min, and in addition would have a composition competency to pass as is the case now. Finally, the student would have options between sequences in mathematics, foreign language, logic, computers and composition to complete the module.

The graduation requirements would be filled by completion of a specialty module, two general education modules, and a communications module. The modules would not have to be of fixed length but the following averages would reflect the balance of the present curriculum: specialty, fourteen courses; general education, four each; communications; eight. This would leave approximately ten courses for student electives. Some general education modules might have another module(s) as a prerequisite in order to create a cohesive program. For example the environment general education program might be eight courses in length and consist of two modules. As such a program would

not make much sense for a non science major, the modules would require a science specialty module as a corequisite.

Greater flexibility

The advantage of the modular approach from the standpoint of the institution would be that it would have better assurance that each student is fulfilling degree requirements by cohesive programs. From the students point of view he would have much greater flexibility and freedom by the effective elimination of required courses; in addition, he and his advisor would be able to intelligently choose among various modules with much greater ease than is the case with individual courses.

There is no reason that the college need be the initiator of each module. In the event that a student(s) desire to create his own module the faculty could appoint a committee consisting of faculty with appropriate background to enter into dialogue with the student(s) hopefully resulting in a program that fulfills the degree requirements. If the program is a popular one, then it could become one of the established, institution sponsored modules. This program would tend to automatically keep the college up to date.

The political structure of the faculty would have to reflect the modular structure of the curriculum. Thus, each general education or dual major module would be controlled by participating faculty in much the same way that departmental sequences are controlled by departments. Each faculty member would belong to a department as is now the case but in addition many would be associated with one or more of the committees governing the modules. This would not be as much work as it may sound since the primary problems would be curricular and of the type that are now being solved less efficiently on a divisional, or faculty wide level, or in the curriculum committee (which incidently would still maintain its present function of overseeing and coordinating various curricular programs).

As a conclusion I would like to point out that many schools throughout the country are attempting innovative programs. However, most of these programs lack any objective evaluative criteria. Thus we have the situation where one institution tries a program that was discarded by another. This problem of evaluation was stressed recently at a NSF project directors meeting. In the absence of objective tests all we are assured of is change, not improvement.



Students go over the Task Force agenda during a session in the Ellis Hall Ballroom.



Dr. Donald M. Rockwell

Dr. Donald M. Rockwell retires as dean

Dr. Donald M. Rockwell has announced his intention to resign from his post as Dean of Academic Affairs at the beginning of the next academic year.

Dean Rockwell's decision "in the interests of future health and well-being" came in the form of a letter to President John N. Stauffer and was made public for the first time at the regular March meeting of the faculty.

Dr. Rockwell assumed the post of Dean in 1967. He will continue as a member of the faculty until his retirement becomes due in 1972. An effort by the College to seek a replacement was immediately instituted by President Stauffer who urged all those interested in the position, or recommending someone for the job, write directly to him.

A member of the Juniata faculty since 1932, Dr. Rockwell was named acting dean of academic affairs in October, 1966 when Dr. Morley J. Mays '32 left to assume the presidency of Elizabethtown College. Dr. Rockwell was appointed chairman of the division of natural sciences in 1965 after serving 15 years as

head of the Department of Chemistry. As professor of chemistry he held the Jacob H. and Rachel Brumbaugh Chair in Chemistry and for five years directed the National Science Foundation Summer Institute for high school chemistry teachers at Juniata.

President Stauffer in comments to the faculty said that "the 38 years Dr. Rockwell has given to Juniata have been extremely effective and his highly intelligent and dedicated work in behalf of his students have earned him the respect and gratitude of thousands of Juniata men and women. What he has done for the entire community is never to be measured, but we all know that Juniata is a far better institution because he has given so generously of his talents and of his life itself, to all of us who have been associated with him."

President Stauffer noted that a committee composed of two faculty members, two students and a member of the administration would serve in an advisory capacity in the search for a replacement for Dean Rockwell. "Every-

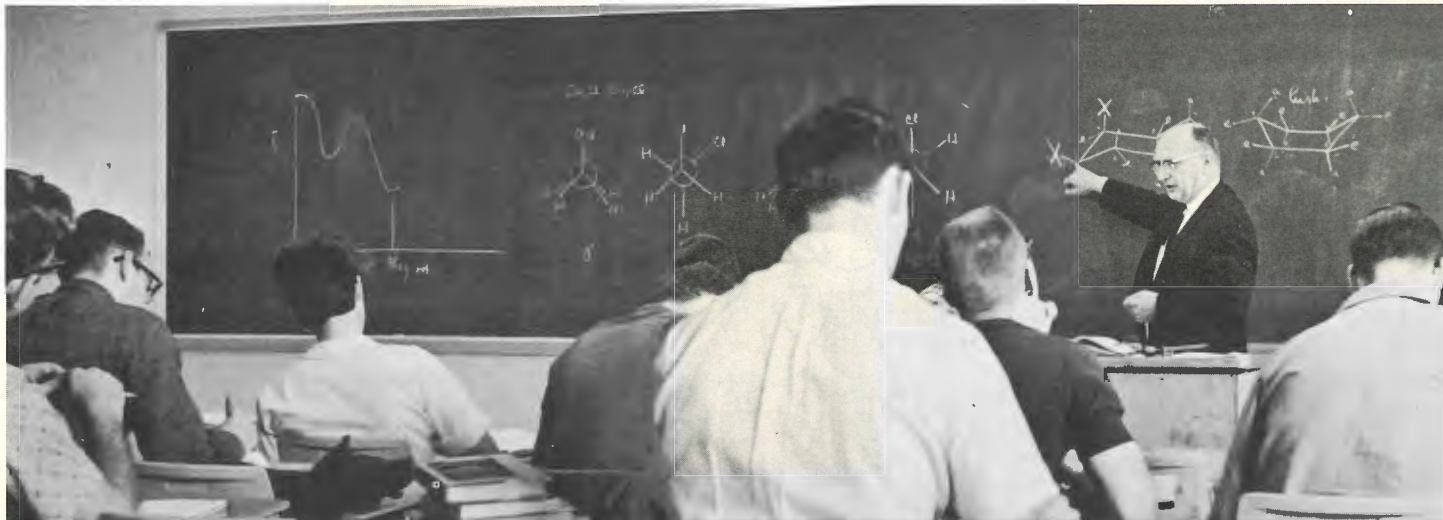
one here is open-minded about whether to seek someone from the present faculty or another institution," he said.

A colleague of and successor to Dr. Norman J. Brumbaugh, Dr. Rockwell provided the necessary continuity of leadership in the sciences—especially in chemistry—which helped the College maintain a position of national prominence.

The chemistry wing of the Brumbaugh Science Center, built in 1966, was named in honor of the man who had chaired the department since 1950. The building rivals the finest small college science facilities in the East.

Dr. Rockwell received his B.S. from the University of Vermont (1927) and in 1967 he was honored by his alma mater with a distinguished service award. He served as a Calco Post Doctoral Fellow at Yale in 1931-32 and received his Ph.D. from that University in 1931. In 1962-63 he spent a year of sabbatical leave at the California Institute of Technology.

Dr. Rockwell at the blackboard was a familiar sight to many generations of Juniataans.



Teachers must establish a philosophy of learning

by Thomas W. Woodrow '58

Thomas W. Woodrow, assistant professor of education, is a native of Baltimore, Md. He graduated from Greensburg High School (1950) and received his B.S. from Juniata College in 1958. He earned his M.Ed. at Indiana University of Pennsylvania in 1966. From 1959 to 1967, he was a teacher of biology and general science in the Juniata Valley School District.

Historically one of the prime considerations of the classroom teacher has been (or should be) to teach within a framework which takes into consideration how the human being learns. Learning theories are myriad in the education community, amounting essentially to as many individual teachers as are involved. Possibly, the most agreement on the question of "How does man learn?" will be on the point that there is little agreement.

However, as we consider an inquiry into learning theory there is one thing that is certain. The teacher, if he is to be truly effective, must set himself to this task of the study of the learner as an integral part of his teaching. As he undulates in the mountainous literature and ideologies of learning theory he must sooner or later chart a course to guide his teaching along some principles of learning, as vague as these principles may be. It would seem to follow then that upon the establishment of some personal theory of learning, the teacher would present his subject matter in terms of that theory.

How does man learn?

It is here that we arrive at the dual thrust of this paper. In the few lines allowed let us consider a philosophy of learning and some innovations toward presenting academic material in terms of that philosophy.

For this discussion the term classroom teacher will be delimited to those involved in the more formal aspects of education in the generally accepted institutions devoted to that purpose. More specifically, those involved in teaching from the elementary school through the liberal arts college. The latter being conceived in this essay as an institution for broad conceptualization and interdisciplinary integration of the total studies of the student. Also, this institution should be considered primarily as a terminal point for the formal education of its graduates.

Learning is a physical-chemical process which to some extent can be observed and measured. Of greater importance, however, is that during the educative process when a person learns something he is actually assimilating what we may call knowledge into his total being or "self." This knowledge actually becomes a part of the learner. His future responses to his environment and intellect will always be in terms of his "sum-total" condition at any given time. However, just as any positive reaction in nature, the conditions bringing about the actual bodily assimilation of knowledge must be present.

The effects of an idea such as this on learning is that it makes learning a completely individual process unique to each person. The responsibility of the teacher is to *allow* it to happen.

Here we have a condition where the important aspect of the teacher-student relationship is not what happens to them or between them, but what happens *from within* them. Here the student may literally assimilate knowledge that will be totally and personally his.

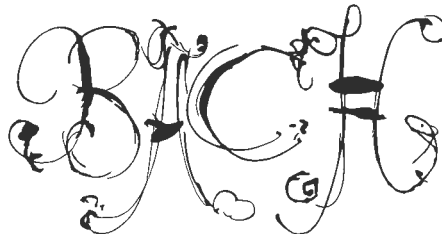
Let us understand that internalized learning such as this is not as Newton suggested, "... in the form of islands of truth on an uncharted sea of ignorance" but rather as Bruner states, "Discovery, like surprise, favors the well prepared mind." The well prepared mind is necessary to rearrange and transform experiences and evidence in such a way as to go beyond the evidence to gain new insights. Obviously the student must be a participant in this process.

Some media

As mentioned above, the teacher must allow the assimilation of knowledge (learning) to occur. Consider how most of the communication loops in education are directed. They are usually verbal. Verbal in this context meaning the overt motor use of words in sight and sound. How often is the student allowed to use some of his more subtle yet possibly more effective behavioral processes?

Hopefully the teacher will plan to allow the student to become openly involved in the utilization of more of his being in the learning process. On this score the teacher is limited only by his creativity in teaching, and his willingness to adapt some new approaches to his course offerings.

In a brief consideration of the teaching potential of some of these behavioral areas first consider the non-verbal nature of man. His non-verbal language is one of his least understood, although it has been shown to be a dominant means of communication involvement. Man communicates his feelings through his facial



expressions, posture, and the manner in which he arranges his spacing in relation to other humans. We can usually identify the sex of a person by the way he stands or sits. We communicate with each other in the way we move our arms and legs or simply by the way we look at each other. Body heat is a strong communicator. Olfaction exposes us to a vast range of communication. The tactile sense may be employed in learning. Learning through touch is highly developed by necessity in some people. As other means of teaching are being used, also allow the student to "touch" his subject matter.

This is merely a partial list of some of the non-verbal behavioral aspects of man. There is no doubt that they have a tremendous effect on his being, the

extent of which we can not even imagine.

The point is for the teacher to give the student the opportunities to probe his inner self and employ these parts of his self in his learning. This must happen in order to involve the "total" student in his learning.

Some methods

A world of symbols will be allowed to surface when the student produces his own personal reactions to subject matter on 8mm color movie film. Here the student photographs a brief (6 or 7 minute) film clip in his present real world to expose his personal reactions to the subject matter using the symbols of *his* environment. This is an in-

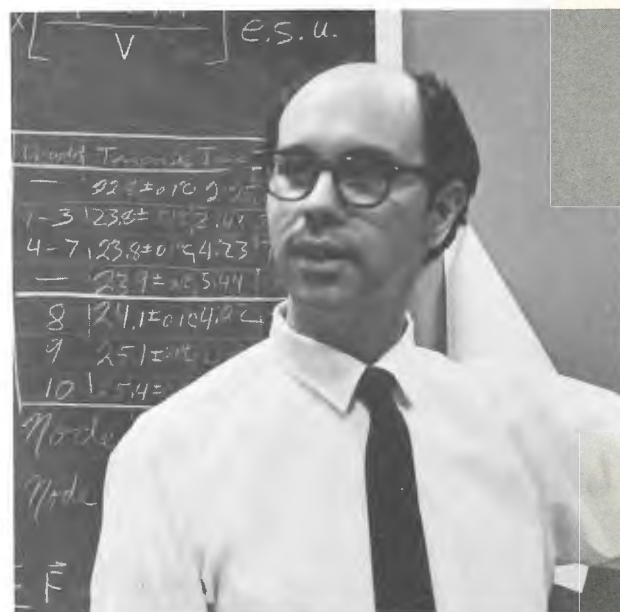
expensive yet extremely effective means of the student becoming personally involved in the studies.

The student may prefer to work within the 35mm slide medium. With an inexpensive camera he can choose his relevant symbols and express his reaction to the subject content in a brief sequence of 35mm slides.

The key to these techniques and similar ones is the non-verbal aspect. The student is allowed to express himself without the overt use of words. Also, he can test his ability to relate his ideas to other people. Conversely, his colleagues may have the opportunity to relate to him through the analysis of his selection and sequence of symbols. This interaction provides the teacher with a wealth of evaluative parameters.



Thomas Woodrow '58 continues to search for new methods to "allow it to happen."



The Task Force Chairman, Dr. Wilfred Norris '54 in his Physics Laboratory and Woodrow in the art classroom are both working with signs and symbols.



The process of the student manipulating some type of physical objects as an expression of his ideas has been shown to be an effective classroom technique. Here the objects of manipulation may be almost anything. Objects such as small pieces of paper (triangles, squares) nuts and bolts, buttons, etc., have been used with success. The more abstract or unrelated the objects are to the content matter the better suited they are to this technique. The important point of the exercise is to allow the student to take the objects being used and arrange them in a manner that is his symbolic expression of the subject matter under consideration. Much of the instructive value here is the student responsibility for explaining why he arranged the objects as he did. Often he will be at a loss for an explanation further than the idea that the arrangement of the objects is his expression or reaction to the subject matter. This aids the instructor in evaluating communicative skills, as well as content deficiencies.

Geometric figure interpretation will challenge students and teachers alike. In this instance we project the subject matter into a Geometric figure(s) for the propose of a personal reaction to it. The figures may be abstract or concrete. Outline type drawings of common symbols may be used. Once again, the symbol is not important or an end in itself. The key to this exercise is the reaction, or lack of reaction, incited by the symbols within the student.

Some content areas lend themselves to the production of graphics of one type or another. In one of its simplest forms it may merely be allowing the student to react to his studies by a simple line drawing or by an expression of simple patterns of colors and lines. The objective is to elicit an internal and personal reaction.

Role playing or situation simulation can require the student to project himself into the content matter and actually play the role of the content *as he interprets it*. This does not mean that he tries to duplicate a character or phenomena. It means that he studies the subject matter and then attempts to actually *become* the event or phenomena. This may be an individual or team effort.

Expressive study such as this seems to be more effective if not formally graded. The expressions or techniques are not the ends. They are merely cata-

lysts for the learning chemistry. In working out the expression the student must master the material to the extent that he can relate it to meaningful and expressive cues provided by the media. Often in this phase of his studies he will discover misunderstandings and misinterpretations, or on the other hand, deeper insights into the study. Mastery of the material, however, will be a prerequisite of artful expression. Otherwise, the student will find himself involved in a "nonsense activity."

The challenge

In our society which is oriented toward technology and the existing definitions and boundaries of phenomena, we must allow students to develop their creative abilities in all their studies. We have to provide the opportunity for the student to work with abstract cues in relating to concrete subject matter. Then we must encourage the personalized expression and communication of the result of this process. Here we have a means of developing within the student his already existent creative drive. He will find himself realizing new insights into old principles. More profoundly, however, he will have more opportunity to bring to light new principles. On the latter rests much of the future of mankind. To provide these opportunities is a part of the challenge to all who teach.

As point two of a two-fold challenge we must allow the student to incorporate *all* of his learning potential in his educational experience. Learning potential being his entire "self." The media techniques discussed will contribute toward this. The media will provide the student with the catalytic cues he needs for a more total reexamination and rearrangement of his experiences, leading to a more adequate and personal assimilation and integration of his studies.

The challenge again rests with the teacher . . . to allow it to happen.



Members of the Task Force meet with the Alumni Council for a wide ranging discussion of Juniata's educational purpose. Panel members include: (left to right) Michael H. Long '71, Eric Woodworth '70, Prof. Donald Hartman, Dr. Russell Hill '55, Candy Wamsley '70, Fred Becker '70, Dr. Howard Angstadt '57 and in the foreground Mrs. Miriam Wetzel '52. Also present was Prof. Thomas Nolan, acting registrar, and Rev. Robert Faus, minister to students.



PEOPLE WE KNOW

The Classes from 1903 to 1969

by Nan Hunt '56

1969

BEN F. VAN HORN, JR. and Harriette Hyde, were married on December 20, 1969. The couple is living in Mechanicsburg where Ben is a teacher in the Cumberland Valley School District and Harriette is a teacher in the Mechanicsburg Schools. Ben has already gotten his master's degree from Shippensburg State College. The couple's new address is 101 N. Market St. in Mechanicsburg.

Another wedding made the news among alumni, this one taking place December 27, 1969. CAROLYN WRIGHT and JAMES REBER were wed, and they are now making their home in Springfield, Mass. Carolyn is teaching elementary grades in West Springfield and Jim is associated with the administrative development program of Equitable Life Assurance Society.

Airman DONALD F. WALKER has completed his basic training at Lackland AFB, Texas. He is currently assigned to Keesler AFB, Mississippi for training in the communications field.

Another wedding recently stole the spotlight (or should we say 'candlelight') for the class news — BONNIE CAVE and THOMAS MAECHLER were married in Altoona's First Baptist Church on January 3 of this year. Bonnie had been teaching in the Altoona Area School District before her marriage. The Maechlers are now living in Eau Claire, Wisconsin, where Tom is employed by the Lehigh Portland Cement Co.

RACHEL GREENHOLT is MRS. ROBERT POURCHIER since her recent marriage to Bob. Bob is teaching in Neptune Junior High School and the couple is now living in Point Pleasant, N. J.

JAMES FRANCIS NICOLosi and CRYSTAL KAYE SMITH, a senior at Juniata, were recently married and are now living at Grier School in Birmingham, where Jim teaches biology and physics.

NANCY RUDEWICK and JAMES BIELLO '68 were married on December 27 last year in an early morning ceremony at St. Stanislaus Roman Catholic Church in Hazleton, Pa. Nancy is a fourth grade teacher at Princeton Elementary School in Camp Springs, Md. and Jim is attending U. S. Army Officers Candidate School at Fort Belvoir, Va.

LYNN KAGARISE began his studies at Bethany Theological Seminary last summer.

KATHY WIGGINS is publicity writer in the public relations department of Edmund Scientifics Co., Barrington, N. J.



Leonard DeRoche '69



Donald Walker '69

Back to wedding news, only this time the ceremony took place in The Netherlands! PEGGY McCARDLE and Frank Kaving of McMinnville, Oregon, were wed in a Dutch civil ceremony, July 29 in Amsterdam, The Netherlands. This year Peggy is teaching languages in The International School in Amsterdam. Her husband received his bachelor

of arts degree in art from Linfield College at McMinnville and has served in the United States Navy. He studied art at the Rietveld Academie in Amsterdam and is a professional artist in Holland. Before taking up their residence in Amsterdam, the couple honeymooned in Paris.

JILL DUNDORE and ART HAYES, currently a pre-medical student at Juniata, were married January 24, in St. John's Episcopal Church in Huntingdon. Jill is teaching at the Trough Creek Elementary School in Lower Huntingdon County and the couple is living at 1117 Mifflin Street in Huntingdon.

MR. and MRS. WILLIAM HARSHBARGER both completed their Peace Corps training in Ponce, Puerto Rico and are now assigned to Salcedo, Dominican Republic for two years. Bill, who was a geology major at Juniata, will work on water supply projects while wife Anne will be organizing health clinics in various places and will also be training personnel to operate them.

And another wedding! MARY MORRISON and Charles Widmer, a graduate of Springfield College in Massachusetts, were married on November 25. The couple took a wedding trip to Florida and are now living in Parsippany.

News was also received recently of BRAD and JULIE GROWDEN WATTS. Brad is working towards his master's in geology and is instructing undergrads at the Bowling Green State University, Ohio. Julie is serving as assistant dining hall director at Bowling Green and the couple's address is Apt. 0, Fuller Apartments, 612 Fuller Drive, Bowling Green, Ohio 43402.

LEONARD DEROCHE has been commissioned a second lieutenant in the U. S. Air Force upon graduation from Officer Training School at Lackland Air Force Base in Texas. Currently he has been assigned to navigator training at Mather Air Force Base in California.

1968

EDWARD FREDERICK WITMER, JR. and EDITH SUSAN PARSONS '69 were wed last July at Park Ridge, N. J. Edith has been teaching in the Marple Newtown School District at Newtown Square while her husband is employed by Provident National Bank at Philadelphia. He is also a member of the Philadelphia Jaycees. The couple is living in Springfield, Delaware County.

MARK FAULKNER and Sharon Cramer were married January 24 in Chambersburg, Pa. Sharon is working at the Hershey Hospital

and Mark is attending the Dickinson School of Law in Carlisle. The Faulkners are living in Shiresmanstown, Pa.

At 3007 Claire Drive, Apt. 201, Suitland, Md. 20023, we find **TERENCE BURK** and his wife, the former **CONNIE BAYSINGER**. The couple was married last summer.

Two master degrees in the art of teaching were conferred upon Juniata's by Miami University, Oxford, Ohio. **JAMES MASSINGHAM** and **KATHERINE ROCK** both received their advanced degrees in the August 24 ceremony last year.

An interesting report came from **DON HOOVER** on his work of teaching at Waka Schools in Nigeria. He has been there over a year and is teaching students between the ages of 12 and 20. Despite a big cultural adjustment, the heat of the climate, and the usual frustrations a teacher encounters, Don comments that his work has been interesting and worthwhile.

1967

Another report from Waka Schools comes by way of **JOYCE ROSENBERGER's** interesting Christmas letter that appeared in *The Daily News of Huntingdon*. The longer than usual rainy season accounted for a particularly abundant and beautiful crop of poinsettia bushes to announce Christmas' coming in Nigeria, Joyce wrote. Along with travelling quite a bit, Joyce has added the excitement of three pets: a dog, a cat, and a monkey. She will be back in the states in August, but in the meantime her address is Waka Schools, c/o C. B. M., Box 626, Jos, Benue-Plateau State, Nigeria.

GARY ROWE, director of Discovery Theatre Workshop in Villa Park, Illinois, has been increasingly busy with new projects. Along with presenting a new, one-act play "Edward, Edward" which Gary wrote; the group has added Children's Repertory productions.

MRS. PATSY J. BRUNO, JR. (the former **LOIS WEADER**) is tour guide coordinator at the Milton S. Hershey Medical Center. She and **PATSY '66** are living at R. D. 1, Hummelstown, Pa. 17036 c/o Snavelly Memorial Home.

Evelyn Coleman, a speech therapist for the Freehold Borough and West Long Branch school systems, became the bride of **AMZI MICHAEL POSTEN** on December 13, 1969. He is employed as the drafting supervisor at the Bell Telephone Company in Shrewsbury and the couple is residing at the Middlebrook Apartments in Ocean, N. J.

WILLIAM BRAGONIER, who is currently completing work for his master's degree in geology at the Pennsylvania State University, married the former **Karen Panik** last September. Karen, a graduate of Penn State, is employed in Pattee Library's Labor Archives at the University. The couple is living in State College.

ANITA BACHMAN became the wife of **WILLIAM J. WILLIAMS '68** who is in the U. S. Army in Officers' Candidate School at Ft. Sill, Oklahoma. Their mailing address is 3111 West Street, West Mifflin, Pa. 15122.

LINDA MILLER wrote to inform us that on August 16 she married **Siegfried E. Boettjer**. Linda's husband is German teacher at Marple Newtown High School in Newtown Square. Linda is teaching Spanish at Great Valley Senior High School in Malvern. The couples' address is Apt. A-15, 1224 West Chester Pike, West Chester, Pa. 19380.

1966

ROBERT C. CLARK has taken the position of account executive with **Hirsch & Co.** He is located at the branch office at 815 Connecticut Ave., N. W., Washington, D. C. 20006.

JAMES LEHMAN and **Peggy Anne Katonah** of Elmhurst, Illinois, were wed in December. Jim is completing his final year at the Bethany Theological Seminary, Oak Brook, Ill. and is working with the Northwest Youth Outreach in Chicago. Peggy is employed as a child welfare worker in the Chicago Regional Office of the Illinois Department of Children and Family Services.

A former Church of the Brethren Mission teacher in Nigeria, **ROSALITA LEONARD** has been named national general secretary of the Youth Temperance Council. Rosalita reports that her three years of teaching in Nigeria were very rewarding and she is now looking forward to the challenge of her new work. Her mailing address is 1730 Chicago Ave., Evanston, Illinois 60201.

1965

ANDY ADEDE has received his master's degree from Tufts University and is now working on his thesis for his doctorate at the Fletcher School of Law and Diplomacy. He then hopes to obtain his law degree from Boston University Law School.

ROBERT N. ADAMS has been named group claim supervisor at Phoenix for Aetna Life & Casualty. With Aetna since graduation, Bob had served as senior claim examiner at the company's home office in Hartford, Conn. for the past year.

Cole Steel Equipment Co. has promoted **WILLIAM UTLEY** to the position of manager, information systems. In his new capacity, Bill assumes responsibility for overall activities of the company's electronic data processing department.

1964

JEANNE L. MATHER received her master of education degree at the Pennsylvania State University last September. She is now employed by the State College Area School District, teaching at Easterly Parkway Elementary School.

THELMA SHONEMAN writes that her husband **Keith** has accepted a position in engineering with Tennessee Eastman in Kingsport, Tennessee and the couple's address is now Country Gardens Apartments, Apt. G-61, 124 Bloomingdale Pike, Kingsport, Tenn. 37660.

JOHN GORSUCH has been awarded a doctor of philosophy degree in chemistry from the Massachusetts Institute of Technology in

Cambridge. He accepted a position with **E. I. du Pont de Nemours & Co.** at the Savannah River Laboratory in Aiken, S. C. He and wife **Patricia** will reside in North Augusta, S. C.

Dr. Frederick D. Funk, husband of the former **ELIZABETH ANNE MALOT**, has been appointed assistant professor of microbiology in the College of Medicine at The Milton S. Hershey Medical Center of The Pennsylvania State University. Dr. Funk, Elizabeth, and their two children are living at R. D. 1, Hummelstown.

1963

The new director of the Narcotic Addict Rehabilitation Unit at the Federal Correctional in Milan, Michigan, is **GEORGE I. DIFFENBAUCHER**. The program is a research-oriented, highly experimental program for the treatment of narcotic addicts. George's address is 10133 Carpenter Road, Milan, Michigan 48160.

DAN BRUMBAUGH graduated from Cleveland State and is currently working for the Internal Revenue Service.

PATRICK FRAZIER was awarded a master of education degree in biology at Indiana University at the January commencement exercises. Pat's research project was on the subject "The Effects of Timber Rattlesnake Venom on Timber Rattlesnakes and Pilot Blacksnakes."

MILLCENT YOUNG GARDNER writes that husband **ROB** is stationed at the Quantico Marine Corps Base where he is working as a lawyer and a military judge. The Gardners and their two sons, **Kenneth**, age 2 and **Steven**, age 1, are living at Quarters 805, Marine Corps Base, Quantico, Va. 22134.

1962

NED SMITH is now assistant professor of Zoology at the University of North Carolina in Chapel Hill.

BILL SAMUEL's new address is reported as 11010-53rd Ave., Apt. 108, Edmonton, Alberta.

Juniata was saddened by the recent death of **ALAN BEECH** who was killed in a traffic accident near his home in Phoenixville. His wife **GWEN WOODWORTH BEECH '64** was seriously injured and is recovering at home. Their 18-month-old daughter escaped injury. Alan was supervisor of physical therapy at the Penn Hurst Schools, near Philadelphia. He had received his master's degree in rehabilitation counseling from the University of West Virginia. **JOHN FISHER** and **GEORGE PATRICK** were instrumental in establishing a memorial fund for Alan with the funds being set aside for psychology books for the library at the College. Gwen's brother, **ERIC WOODWORTH '70**, president of the Juniata Student Government, has handled student contributions for the fund.

CLEMENT BELUSAR has accepted the position as salesman in the Hartford, Connecticut district for Shell Oil Co. Clem and wife **Diane** are living at 11 Ralph Road, East Hartford, Connecticut.

1961

RAYMOND TRIMMER has been appointed administrative assistant in the department of education at the Maryland Academy of Sciences. He is working toward his M.S. degree in physics at the University of Wisconsin. He had formerly taught physics at Aberdeen High School where he originated and implemented the school's first advanced physics course.

JOHN BRINKER writes that his address is now 2412 Washington St., Allentown, Pa. 18101, as he has been transferred to Pennsylvania Power and Light's general office in Allentown. He is now working as Customer Contact analyst in the Management Services Department.

The Alumni Office has received the address of LT.-CMDR. and MRS. RICHARD FRONTZ and their son Michael Edward, who is two years old. It is 25 Scenic Drive, N. Kingstown, R. I. 02852.

JONG OH RA is assistant professor of politics at Hollins College in Virginia. During the past summer he did research under an N. S. F. grant at the University of Michigan. He would like to hear from fellow Juniataans and his address is Hollins College, Virginia 24020.

1960

BOB and LOIS '62 DOYLE have moved into a Cape Cod home only three blocks away from the Hood campus, where Bob is director of admissions. Their address is 608 Culler Ave., Frederick, Md. 21701.

CAPTAIN GALEN MCCREARY is attending the Air University academic instructor course at Maxwell AFB in Alabama. He was selected for this intensive six-week professional training that is conducted as part of the AU Academic and Allied Officer School, the teachers college of the U. S. Air Force. Galen is assigned at Chanute AFB, Ill. with the 3363rd Instructor Squadron, a unit of the Air Training Command which provides flying, technical and basic military training for U. S. Air Force personnel.

RONALD HOUSEL is now employed by Addressograph-Multigraph Corp. of Altoona and the Housels have three children.

Ford Motor Company has announced the appointment of W. PHILIP NEFF as Pittsburgh district manager for the Ford Division. Phil has been with Ford since 1964. The Neffs and their three children live in Bethel Park.

EDWARD JONES is assistant professor of English at Central College at Pella, Iowa. His address is 514 West First St., Pella, Iowa 50219.

1959

The New York office of Lybrand, Ross Bros. & Montgomery announced the appointment of WILLIAM B. MARTIN as their manager of professional recruiting.

1958

AL BLOUGH, the proprietor of the Garden Spot Bowling Center in Strasburg, Pa. has been instrumental in raising funds to aid a 14 year old high school student who lost both legs in an auto accident. The bowlers at his establishment alone had raised \$1,007 for the fund.

W. BRYAN STAUFFER completed his studies in medicine at the University of Maryland School of Medicine and graduated in June 1968. Bryan is currently living at 620 Garden City Drive in Monroeville. (Zip code—15146).

A role in determining Pulitzer Prize nominees for 1970 was given to GEORGE FATTMAN, executive editor of the Johnstown Tribune-Democrat. George was among 43 newspaper editors to serve as journalism jurors.

No longer with the State Health Department, CHIC HENRY writes that he is now with the Howard Johnson Co. as Director of Food Protection and Training, and is enjoying his new position very much. Chic's address is Route 1, Carlisle, Pa. 17013.

Juniataans reading the newspaper, MORRIS COUNTY'S RECORD around Christmas time, might have recognized MILTON (ROCKY) BIRNBAUM who was featured in a Yuletide article and picture. Milt is an engraver for a jewelry store in Morristown, New Jersey and at Christmastime he wears a Santa's helper costume and proceeds to do his work in the store window, much to the delight of passersby. If you missed him this year, watch Haimann's Jewelers next year as he has become an annual tradition.

1957

Recently accepting a position of associate professor of Modern Languages at Marietta College in Ohio is PAUL AMASH. Paul's new address is 941 Lancaster St., Marietta, Ohio 45750. He reports that his teaching at the University of Dijon, France, this summer was a very rewarding experience.

JOHN STALEY has been named zone manager of Pittsburgh National Bank. He had been serving as vice president and manager of the Miracle Mile office of the Bank before accepting this position in the Retail Banking Division. The Staleys live at 125 Opal Court, Natrona Heights.

DR. DUANE STACKHOUSE, associate director of the Lehigh University Health Service since this fall, had previously been assistant director of the Student Health Center at Rutgers University.

1956

Newly installed as a Fellow of The American College of Obstetricians and Gynecologists at the April meeting is Doctor WILLIAM JAMES WEST. Bill, JOYCE, and children are living at 33 South Pitt Street in Carlisle, Pa. 17013.

SAM MOLLENKOF has been one of the Juniataans who has travelled extensively. Sam and wife Marilyn are now in Rio de Janeiro with the International Division of U. S. Steel.

Sam is manager of accounting for a mining company there and the Mollenkofs write that they hope to be there at least long enough to learn Portuguese. Their address is CIA, Meridional de Mineracao, Rua Buenos Aires, 68-25 And., Caixa Postal 2857-Z.C.00, Rio de Janeiro, Brazil.

1955

E. I. du Pont de Nemours & Co. has announced the transfer of WILLIAM E. GARRISON, JR. to the Plastics Department's Commercial Resins Division at the Experimental Station near Wilmington, Del. Bill is a senior research chemist engaged in product development for "Lucite" acrylic resin. He received his Ph.D. in 1958 from the University of Illinois and he then joined DuPont. Bill's address is 701 Cardiff Road, Sharpley, Wilmington, Del. 19898.

JOHN MARTIN is not only head of the Missiles, Space, and Infrared Section in the Technical Training Department of FS&S for Hughes Air Craft, but is also heading the California regional fund raising campaign for Juniata.

The REV. FRANKLIN MOIST has begun a six-month internship in the School of Pastoral Care at the Altoona Hospital. He is the first clergyman to be enrolled at this hospital in this level of training. Frank has served various parishes in New York before beginning the new program.

"The TOM APPLEBYs are alive and well in South Jersey" report these parents of seven busy youngsters! Tom is still with the state as a social worker.

SUE JAMISON KLEIN announced that three year old Mary Louise has a new baby brother in the person of Michael Walter who joined the Klein family in October when he was nearly eight weeks old. In addition to Michael's arrival the family had a busy, happy year.

1954

Detroit Lions assistant coach CHUCK KNOX heads the Michigan alumni phase of the "Margin of Difference" capital gifts campaign.

MRS. WILDA EBERLY has every reason to be proud of husband Wayne as his latest news is that he has accepted a full time post with the Elizabethtown history faculty. Wayne, a former Church of the Brethren pastor, is now a doctoral candidate at the Pennsylvania State University.

1953

DR. GALEN R. FRYSSINGER '53 has been named director of research at ESB Incorporated's research center in Yardley, Pa. Formerly Dr. Fryssinger was chief of the Power Sources Division of the U. S. Army Electronics Command, Fort Monmouth, New Jersey.

After his graduation from Juniata, Galen attended Yale University where he earned his master's and doctor's degrees. He then received a Fulbright scholarship and a Na-



Dr. Galen Fryssinger '53

tional Science Foundation post-doctoral fellowship to study electrochemistry in Germany at the Max Plank Institute for two years.

He and wife Elma have four children.

CARMEN SOLLENBERGER, former pastor of the Burnham Church of the Brethren, assumed major responsibility directing relief operations in the Buena Vista, Virginia, community following the destruction by hurricane Camille.

1952

A well known and respected educator in the Mount Union area, MELVIN D. McCORKLE, died last November following a lengthy illness. He had most recently served as supervising principal of the Mount Union Area School District. He is survived by his wife and three daughters.

The SCHROEDERS write that PAUL is now pastor of Trinity Church in Roaring Spring and he has been kept busy during the recent months tending to his congregation of 500 members. Their address is 430 E. Main St., Roaring Spring, Pa. 16673.

DR. H. DALE ZIMMERMAN, newly named associate professor of psychology at Kutztown State College, had previously been psychologist for Westmoreland County Schools since 1968. In addition to his Juniata degree, Dale has received a Bachelor of Divinity degree from Bethany Biblical Seminary and his master's and doctoral degrees from the Pennsylvania State University.

JOHN GATES has been appointed manager of industrial relations of Owens-Corning Fiberglas Corporation. In this position, John will represent the company in union contract negotiations and general contract administration matters. He will have responsibility for developing corporate policies which pertain to employee benefits subject to labor-management negotiations. His office is located at Owens-Corning corporate headquarters in the Fiberglas Tower, Toledo, Ohio.

1951

The Pennsylvania State University awarded the master of education degree to JACK MIDOUR at the Fall commencement. His major field of study was art education.

Juniata was saddened by the death of MIKE MERVIS in October. His widow, Marian, and their three children continue to live at their home at 201 Beechwood Rd., Bristol, Tenn.

1949

DR. O. R. THOMAS CALHOUN, district director of personnel for the Newark School District of Newark, Delaware, was featured recently in an article from the NEWARK WEEKLY. Keeping up with the average 800 pupil per year increase during the past years has meant a big job for Dr. Calhoun. During the past year he and his assistant hired 93 elementary teachers, 97 instructors for secondary schools, filled 29 specialized positions, found 13 administrators, hired 14 secretaries, 67 aides, and 28 custodians! Tom received his master's and doctoral degrees from Temple University, and is married to the former SARAH WRIGHT '48.

1948

The National Humanities Series, a brand new program developed by The Woodrow Wilson National Fellowship Foundation, is under the directorship of BILL FEGAN '48. Bill is formerly the managing director of the Kaleidoscope Players, the official state theatre of New Mexico. The new Humanities Series is designed to introduce the humanities to cities and towns throughout the entire United States, through teams of lecturers and performers. It has been funded by the National Endowment for Humanities through a grant to the Woodrow Wilson Fellowship Foundation.

Bill brings twenty years of experience as actor, director, producer, booking agent, and



William Fegan '48

teacher to his new position. He also earned his master of arts degree at the University of Alabama in 1960. Bill's new address is 32 Nassau Street, Princeton, New Jersey 08540.

ELMER BERKEBILE received his doctor of education degree at the Pennsylvania State University this past fall. His dissertation was a historical analysis entitled "The Role of the Pennsylvania Study Council in the Period 1947-1967," and his degree was awarded in educational administration. He has been superintendent at Penn Manor School District since 1967.

1947

The REV. and MRS. (PORTIA '52) PAUL RITCHEY announced the arrival of their fifth child, David Lee, who was born on February 12, 1969.

After 1968's Christmas in the U. S. the WAYNE MEYERS family perhaps enjoyed even more their 1969 Christmas in the Congo at Kivuvu Leprosarium. All the patients received gifts and a new, brown dolly was taken back from the States to serve as Manger Babe in Kivuvu's nativity scene.

1946

On August 15, 1969 DR. EDNA COX became the wife of Horace Fishback III in a ceremony at the First Presbyterian Church in Englewood, N. J. Edna received her doctorate in 1966 from Columbia University and is now teaching at Jersey City State College. Her husband, who holds degrees from Carleton College and Harvard University, is a professor of music at Farleigh Dickinson University. The Fishbacks are currently residing at 232A Faller Drive, New Milford, N. J. 07646.

WILLIAM J. PASTUSZEK announced the relocation of his office to 9 South Chester Road, Swarthmore, Pa. 19081. Bill is in the real estate and insurance business.



John Gates '52

1943

Featured in a Sunday edition of THE PITTSBURGH PRESS was a review of the latest dental techniques and what dentistry holds for the future. The authority revealing the interesting information was none other than Juniata's DR. HOLLIS ZWICKER, assistant professor of dentistry at the University of Pittsburgh School of Dental Medicine. He showed the latest in dental equipment and techniques as exhibit manager at the Greater Pittsburgh meeting of the Odontological Society of Western Pennsylvania.

1942

REV. EARL SNADER became pastor of the United Church of Christ at Sandstone, Minnesota, on September 1st of last year, after having served for five months as interim minister. This is a half-time assignment which Earl combines with his responsibilities as English instructor at the Sandstone High School. He has been taking additional work as a student at the University of Minnesota in Minneapolis and also in Duluth, Minnesota in the Independent Study and Extension departments. His address is Post Office Box E, Sandstone, Minnesota 55072.

DR. H. WILLIAM STEWART has accepted a newly created position at the J. C. Blair Memorial Hospital in Huntingdon, that of emergency room physician. Closing his Alexandria office, Dr. Stewart plans to continue his private practice at his hospital office, by appointment. This new position marked the beginning of a completely new program at the Huntingdon Hospital, one that is designed to give complete emergency room coverage by physicians.

1941

HELEN RANKIN HARPER writes that she and husband George have lost their three children to the state of California! Son George III plans to work in California on his return from Vietnam; daughter Rebecca was in France for a semester as a participant in the "Experiment in International Living" as a senior at Pomona College, and Marilyn has been studying at Pomona in Claremont, Calif. also. Helen is librarian in the local junior high and George is still working for Pittsburgh-Des Moines Steel Co. The Harpers' address is 98 Valentine Road, Coraopolis, Pa. 15108.

1940

Charter New York Corporation has announced the election of CHARLES C. ELLIS '40 as senior vice president and treasurer. He had been vice president and assistant treasurer of the multi-bank holding company.

Mr. Ellis, who also serves the Irving Trust Company of Wall Street, has recently been promoted from senior vice president and comptroller of that organization, to executive vice president.

In addition to his Juniata degree, Mr. Ellis is a graduate of Harvard Graduate School of Business Administration. He also serves Juniata as a trustee.

Kinnelon, New Jersey is the home of the Ellis family.

The Fulton County School Board recently named ROY D. WILSON acting Superintendent of Schools for Fulton County. He had been serving as assistant superintendent of Mifflin County. Married and the father of three children, Roy lives at R. D. 4, Lewistown, Pa.

DEAN I. WALTER writes that he has resigned from his work at Vicksburg after serving as 'temporary' pastor for 25 years. The Walters live at 9811 Caltor Lane, Oxon Hill, Maryland.

1939

DONALD SNIDER, training director for 33 Brethren Volunteer Service units during the past eight years, recently became director of group ministries for the Highland Avenue Church of the Brethren in Elgin, Illinois.

DR. THOMAS D. GARNER spoke this January at the 23rd annual Juniata College football banquet. Tom is now general secretary of the Division of Publications for the United Church of Christ.

1938

An arrangement of Spartan roses stole the show and also won the best-of-show award for MRS. HARRY METZ at Belleville's Civic Club Flower Show. Her composition "A Time to Embrace," followed the over-all Biblical theme "To Every Thing There is a Season."

MRS. MARY RUTH LINTON has been named to the board of directors of Franklin Concerts, Inc., a non-profit Philadelphia-based agency devoted to helping young professional musicians launch their careers. Mary Ruth is associate professor of music at Juniata.

1936

By way of a request for some information from Juniata, we heard news of what FRANK



Charles C. Ellis '40

KEPLER is doing. He is editorial director of CECO Publishing Co. in Southfield, Michigan.

1935

GEORGE FITCH is in charge of practice teaching at Pace College, the Pleasantville, New York Branch since February 1.

One of the guest speakers at the Spiritual Life Institute in Bridgewater, Va. was DR. PAUL M. ROBINSON, president of Bethany Theological Seminary in Oak Brook, Ill.

1933

RUTH DAVIS SCHRADER and S. Alexander Smith were married on September 20th of last year at the Immanuel Church of the Brethren in Paoli, Pa. After a trip to Spain and Portugal the couple will make their permanent address at the Pennswood House in Bryn Mawr, Pa.

1932

PAUL and Mary BECHTEL returned from a fascinating trip to Turkey, Switzerland, and the British Isles in June. Paul had been quite ill with bronchitis on their tour, however he is improving and managing to teach a normal load and manage the department business at home.

JOE MACCARROLL and wife Dot plan to celebrate their 35th wedding anniversary this June with a trip to the British Isles. A well-deserved vacation it seems as the membership of Joe's church has passed the 850 mark. The MacCarrolls' address is 361 Annabelle Ave., Carney's Point, N. J. 08069.

1930

After having served as supply preacher at the Spring Run and New Enterprise Churches for nearly one year each, DAVID HANAWALT is now serving as supply preacher for the Yellow Creek congregation.

PERCY ROWLAND of Blue Hill, Maine, died unexpectedly February 3, 1970 in Landrum, S. C.

1929

The governing council of the Institute of Real Estate Management awarded to JOHN HILL of 319 E. Plank Road, Altoona, a C.P.M. degree in real estate management. At present there are only 3,000 Certified Property Managers in the nation as it is only conferred on those who have passed a rigorous examination and who have met demanding qualifications in education and experience. He is president of John Hill and Associates Inc. of Altoona.

RALPH E. BARNETT, county superintendent of Somerset schools since 1962, has announced his retirement from that post at the close of this school year. His retirement ends 41 years' of service to schools in the county, including 28 years in the county superintendent's office. His tenure in the county office is the longest in the county's history.

At the Blair County Easter Seal Society



(PHOTOGRAPH DONATED BY ELIZABETH PEOPLES S'28)
Crossing the Juniata River at the turn of the century. In the bow of the ferry is Professor David Emmert of Juniata College. (See Museum Story on Page 30.)

dinner seven men were honored as founders of the organization 20 years ago. One of these so honored was GLENN F. WILLIAMS of Altoona. Service to this group covers two decades and has seen the unit grow to a full-fledged staff of therapists, consultants and supervisors housed in a modern clinic on Valley View Blvd., all pointed toward service to the physically handicapped in the community.

1928

THELMA CUNNINGHAM recently ended her term of service as adult volunteer at New Windsor, Md. for the Church of the Brethren. Thelma served thirteen months and has now returned to Uniontown, Pa.

The Rev. Dr. GEORGE L. DETWEILER, pastor of the Greencastle Church of the Brethren, was guest minister at the Fourth Street Church of the Brethren in Chambersburg at a week of services this past autumn.

1927

VICTOR H. WIEST, prominent citizen of Lebanon County, died September 11, 1969. Before his retirement in 1965 he had been a salesman for the Armstrong Cork Co. in Philadelphia for 35 years. He was active in Cancer Society work, in the Republican party and also in the Quentin Riding Club.

1926

JOE SHAUTE, former major league pitcher and one-time sheriff and treasurer of Lackawanna County, died recently. Joe, 70 years old, had pitched in Cleveland, Brooklyn, and Cincinnati in the 1920's and 30's. He had a 99-109 record over 13 years in the majors. He returned to Scranton as a player and then manager of the Scranton Miners in the New York-Pennsylvania League.

1925

EMMA GRIEST MULLAN died in Martinsburg, W. Va., February 24, 1970. She is survived by her husband George and a daughter, Mrs. JAMES (JOYCE) PEITZINGER '54. Along with teaching, she did volunteer work with the Girl Scouts, Salvation Army, A. A. U. W., Red Cross, County Bloodmobile, and was a member of the Methodist Church.

A prominent Huntingdon man, JOHN M. SMUCKER died February 6, 1970. He had been serving as an alternate on a murder trial jury when he was stricken with a heart attack. He had worked as an engineer for the Pa. Department of Highways, operated a dairy farm, and had been superintendent of the Huntingdon Borough Water Works, before his retirement.

1919

MR. and MRS. C. M. KUHS of Wyoming Street, Greensburg, Pa. both died in November 1970.

1917

BERGER BAKER and wife Eliza celebrated their 54th wedding anniversary on September 9. Berger is moderator of the New Enterprise Church of the Brethren.

At the end of August ERNEST BRUMBAUGH of the Martinsburg Church celebrated his 55th year as a minister in the Church of the Brethren.

1913

A rarity, indeed, is alumnus DONALD B. ZENTMYER '13, who, at the age when most businessmen have long since retired, still actively

heads a thriving business in the community of Elmira, New York.

Founder and owner of Utilities Contractors, Inc., Mr. Zentmyer formed this company in 1947. It has grown to a million dollar a year gross business since this time, and Mr. Zentmyer still serves as president of the firm. After serving as chief engineer for Day & Zimmerman of Philadelphia for thirty years, Mr. Zentmyer formed his business which now employs up to 65 on its summer payroll. The work involved is mainly electric pole line construction, sub station design and erection and traffic signal installation and has been done primarily in New York and Pennsylvania.

Among his past list of impressive accomplishments, Mr. Zentmyer headed two familiar projects in Huntingdon County. He was engineer in charge for the planning and building of the Pennsylvania Industrial School, and also served as consultant engineer and construction supervisor for the Huntingdon County Fairgrounds.

The address of his firm is 458 East Church Street, Elmira, New York 14901.

Juniata takes pride in the amazing accomplishments of this young alumnus!

1912

GEORGE M. LANDIS died September 9, 1969.

1903

OLIVE REBER writes that with the aid of medics and her walker she gets about in her room and in the Home, and still manages to keep interested and quite active. A visit from a granddaughter and her family were the highlight of the past year as she had not seen the granddaughter since she was five years old. Olive's family is a busy and happy one and their many activities keep her life full.



The first presentation of the Ellis Humanities Series for which the Juniata alumni and friends raised \$28,000, included two evenings of drama with the distinguished international actor Bramwell Fletcher. In a morning seminar (above) Mr. Fletcher discussed Bernard Shaw with the students of Dr. Esther Doyle's literature class.



Student Government President Eric Woodworth '70 discusses Juniata's photographic display with Mrs. Miriam Wetzel '52 who will be the first woman president of the Alumni Association.



William E. Swigart '37 is General Chairman of the Annual Support Fund. He reported a current total of \$80,000.



Cyrus Caulton '29 presented handsome plaques to seniors Adam Barnhart and Bruce Bader following the MAC basketball playoffs in Scranton. Caulton is shown here with 6' 1" forward Barnhart.



Dr. Earl Kaylor, Jr. spoke to the Alumni Council meeting about the plans for the Alumni Summer Weekend. "The topic chosen," he said, "is LAW AND PRIVACY."

Involvement is theme of Alumni Council meeting



Klare S. Sunderland '56, national alumni committee chairman for the Margin of Difference program, reported on the successful completion of the first phase campaign and the start of the second phase. He thanked all alumni for their generous support.

The words "involvement" and "recognition" accurately describe the work of the Alumni Council at the meeting on Saturday, March 7, in the new Faculty Lounge in Ellis Hall.

For the 25 alumni members, involvement focused on the students, faculty and staff who were present, in an honest effort to understand Juniata as it is today; to recognize the need for change; to recognize the achievement of Juniata; to develop better communication and to provide voluntary support for the College.

Notes on the meeting show that the Council discussed the recent student Colloquy program when Kathy Snyder '71, chairman and the Colloquy committee requested emergency dollar support from the Alumni . . . over \$100 was received from Council members present in support of the project . . . Chuck Brown '59, served as treasurer for the fund . . . The Colloquy was a weekend program with a wide variety of topics, totally student-oriented and sponsored.

Ken Wenger '50, urged a renewed look at an Alumni-Admissions proposal from his standing committee . . . This area of involvement has never been developed at Juniata although the informal involvement of alumni over the years has been vital to Juniata's growth.

An on-campus Juniata Seminar Series (March 16, April 16, and May 12) is designed to involve Huntingdon area alumni and friends in discussions of subjects currently of public interest. Ecology will be the subject of a talk by Dr. Robert L. Fisher, associate professor of biology; Students and drugs will be presented by Dr. Charles W. Schoenherr, dean of students; and the last speaker will be Walter Nadzak, Jr., discussing Juniata's athletic program.

Members of the Class of '62 have organized an Alan Beech Memorial Fund . . . Trustee Cyrus Caulton '29, reported on recent actions of the Board including the purchase of the 170 acre Metz Farm to be known as the "John C. and Elizabeth Baker Nature Reserve." He also reported on the Board's facilities study of the older campus buildings and future facilities for the Humanities Division and Admissions.

Chuck Brown '59 and Barnard Taylor, college editor, reported on tentative plans to publish additional newsletters to supplement the Alumni Bulletin.

William Swigart '37, director, reported on the progress of the Annual Support Fund and the involvement of agents, decade chairmen, students and others in the personalized effort to follow-up the direct mail introduction of the new fund . . . The Annual Support Fund total has now exceeded \$80,000—how's that for involvement in a new program begun only July 1, 1969?

William Swigart '37, also proposed recognition by means of a "Charter Membership" for all 1969-70 contributors to the Annual Support Fund.

Cy Caulton '29, Off-Campus Chairman, reported on several events relating to sports but the most significant was the recognition of the basketball team members and coaches as they participated in the M. A. C. playoffs . . . Through the courtesy of Bernie Swartz, Huntingdon jeweler, the Council presented a handsome plaque to each of the 20 people involved, including the student manager, the trainer and bus driver . . .

Greer Bailey '41, chairman of the Recognition and Standing Committee reported that nominees will be selected for the "Outstanding Alumnus" award to be presented May 30 . . . "Mim" Wetzel '52, the first woman elected president of the Association, along with the nominating committee, is preparing the slate of candidates for the election . . .

Reunion class members and other Juniatians will join in another recognition beyond the usual recall of achievements and accomplishments of reunion occasions by congratulating the Class of 1970 in a big Alumni/Senior Luncheon, Saturday, May 30 . . .

Finally, intellectual stimulation and discussion will be welcomed by Juniatians planning to attend the second annual Alumni Weekend.

"Involvement" and "recognition" have zeroed in on a great deal of planning and activity. We need your involvement. It is the key to Juniata's existence!

Dr. George Griffith '21 is honored by his medical college



Dr. George Griffith '21

George Griffith '21, is used to being an award winner and he's used to achieving enormous success in his undertakings.

The winner of the 1969 Jefferson Medical College Alumni Achievement Award and a Juniata College alumnus, can be identified in one of those classic success stories as the protagonist whose early efforts are in a field other than the one where he makes his mark. For George Griffith it was the ministry. The diversionary influence was a former Pennsylvania Governor and President of Juniata (1894-1910; 1924-1930), Dr. Martin G. Brumbaugh. After listening to one of Dr. Griffith's Sunday sermons, Dr. Brumbaugh approached the young minister to tell him that he would make a better physician than minister, "because of the greater opportunities which will be afforded a teacher and a healer."

And it was medicine rather than ministry, and it was international renown in education and in cardiology. In his work Dr. Griffith has concentrated on the rheumatic and degenerative forms of heart disease. His role as physician encompasses more than this, however, as Dr. Griffith believes that the complete physician is a scholar and an educator as well as a healer. That Dr. Griffith has been exceptional in each of these roles is unquestionable. It is attested to by the acclaim of students, colleagues and patients. The University of Southern California concurred too, when in 1961 it presented an honorary Doctor of Science degree to its Professor of Medicine, now Emeritus. A former student calls him "a brilliant teacher—one who through his counseling has guided many young physicians into their life's work."

The opinion is widely held, and the American College of Cardiology confirmed it in 1967 by presenting to him its Gifted Teacher Award.

Dr. Griffith believes in teaching by doing, not by lecturing, and so did the teachers he most admires and remembers. Often the scene of a gathering of undergraduates, interns and residents is the Griffith home in La Canada, north of Los Angeles. Dr. Griffith's own mastery in the field of cardiology encompasses clinical research as well as teaching. He was one of the first to attribute rheumatic heart disease to bethahemolytic streptococcal infection. He has long been a advocate of anticoagulants in the prevention of thromboembolic disease and occlusions. He was one of the first investigators to show clinically the importance of estrogen as a preventive of heart disease. Dr. Griffith's work also has extended into the selection of persons prone to heart attack.

Dr. Griffith has devoted the same measure of energy and interest to the professional community that he has to his work. The proof of his success here is in the long list of offices he has held. He has been President of the American College of Cardiology, President of the American Therapeutic Society and Director of the American Heart Association. He is a member of the Board of Regents of the American College of Physicians and a former General Chairman. He is Chairman of the American College of Chest Physicians' Committee on Rheumatic Fever and Chairman of the California Medical Association's Committee on Continuing Education. He has served the California Heart As-

sociation and the Los Angeles County Heart Association as President and is now a Director of both. Dr. Griffith has given training programs and lectures along a wide travel circuit for the Foreign Training Program of the American College of Cardiology. Last year the Los Angeles County Heart Association established a scientific lectureship in his name. Eight hundred people attended the testimonial dinner given for him on the occasion, indicating the esteem the community holds for its accomplished and devoted physician-teacher.

His awards are numerous: the World Citizen Award of Hadassah, the Cummings Humanitarian Award for Dedicated Teaching Across the World, Awards of Merit from the American Heart Association and the Los Angeles County Heart Association, Awards of Distinguished Service from the California Heart Association and the Los Angeles County Heart Association, and a Certificate of Honor from the University of Southern California Alumni Association are among these. In November of this year he is to be presented the American Heart Association's Gold-Heart Award, the organization's highest honor.

Dr. Griffith's vigorous pace is slowed for the present, as he is confined to Good Samaritan Hospital as a coronary patient. Dr. Griffith's contributions are in the tradition of the great men of medicine previously honored with the Jefferson Medical College Award; he is the tenth recipient.

This article is adapted from *The Clinic*, Jefferson Medical College and Hospital with the kind permission of the Editor.

Juniata awarded \$250,000 grant

Juniata College has received a \$250,000 challenge grant for endowed professorships from the Charles A. Dana Foundation.

Dr. Stauffer told students and faculty attending Juniata's Spring Semester Convocation of the grant, which is the initial gift in the second phase of the College's "Margin of Difference" capital fund raising effort. It is the largest grant ever made by a foundation to the Juniata endowment.

Acceptance of the grant by Juniata is the initial step in the establishment of four Charles A. Dana Supported Professorships at the College. The second step will consist of the College's efforts to raise funds to match the Dana grant, providing an additional \$250,000 in endowment funds to help create and maintain the professorships. It is anticipated that at least two of the positions will be filled in September, 1971.

Juniata College becomes the fifteenth educational institution in the nation to benefit from Dana Supported Professorships. Other Pennsylvania colleges holding Dana professorships are Dickinson, Franklin and Marshall and Lafayette Colleges.

The Charles A. Dana Supported Professorships are distinguished from fully-endowed professorships where the entire salary is paid out of the income from endowed funds.

Dr. Stauffer stated in his announcement, "We are deeply indebted to Mr. Charles A. Dana, the distinguished industrialist and philanthropist, for this gift. We are grateful, too, to Dr. Henry W. Littlefield, vice president of the Foundation, for his part in obtaining this grant which will enable us to advance the quality of teaching at Juniata. It is good to know that in future years four of Juniata's ablest faculty members will be identified as Charles A. Dana Supported Professors."

The President added, "It is especially encouraging to receive the Dana grant at this time when we are launching the second phase of our 'Margin of Difference' effort. The funds represent ten per cent of our \$2.5-million objective in this phase. This total amount will be committed to endowment for support of teaching and for increased assistance to worthy students."



The language laboratory is an important part of each Summer Sessions program.

Juniata offers high school students new program

Juniata College is about to launch a trial program aimed at meeting the needs of superior pre-college students who have completed their junior year in high school. These students will be invited to attend the summer sessions and will earn college credits for work satisfactorily completed.

Dr. Earl Kaylor, Jr., director of summer sessions and Richard Kimmey, director of admissions will canvass, during the next few weeks, high school counselors and principals in the Middle Atlantic states to explain the program.

The Juniata administrators said the College was impressed by the caliber of teaching in the area high schools. Over the past three years a few select students were admitted for course work during the summer, between their junior and senior years, on an experimental basis.

Dr. Kaylor said that high school students who apply must come from the top fifth of their class and give evidence of being "capable of self directed study in the absence of firm controls."

In order to qualify for the new program a student must submit a letter of endorsement from his principal and/or guidance counselor and visit the campus for a personal interview with the Director of Admissions and the Director of Summer Sessions.

For the motivated high school student, Juniata's educators believe, early exposure to a college situation has many advantages. In the recent experimental program with the students of area high schools grade point averages ranged from 4.00 to 2.57. The courses were chiefly in languages, sciences and history.

The program has the advantage of exposing the student to college study habits and other adjustments necessary for campus life before any commitments are made either about attending Juniata or any other institution.

It was pointed out that Juniata's summer sessions offer financial benefits since the tuition rates are substantially reduced for all students. Both sessions are open to the pre-college student. The first session is from June 15 to July 17 and the second from July 20 to August 21. A special catalog is available by writing the Director of Summer Sessions.

\$10,000 grant from Gulf

Juniata College has received a \$10,000 grant from the Gulf Oil Foundation in support of its \$10.1-million "Margin of Difference" development program.

Dr. John N. Stauffer, president, announced that the College will apply the gift toward the building fund for Ellis Hall, the new college center which was completed and occupied last fall.

President Stauffer noted that the Gulf Oil grant was received in the second phase of the "Margin of Difference" program, which represents a goal of \$2.5 million to be raised in the calendar years 1970-'72.

In his response to the Gulf Oil Foundation officers who made the grant available to Juniata, Dr. Stauffer expressed the gratitude of trustees, faculty, students and alumni of the College for the Foundation's help "in advancing Juniata's educational effectiveness."

Balanced program for Summer Sessions

A Summer Sessions faculty of 34, representing an excellent cross-section of Juniata's academic departments, will teach the two sessions from June 15 to July 17 and from July 20 to August 21.

In the opinion of Dr. Earl Kaylor, Jr. '46, director, the 1970 Summer Sessions provide a more balanced program than in previous years. There are a number of offerings in science as well as a better balance in the introductory courses. Special Topics for advanced Juniata students should appeal also, he believes, to Elementary and Secondary school teachers.

The courses are offered at the special summer rate of \$36 per credit hour. Included is art, biology, ceramics, English, Elementary and Secondary Education, geology, history, languages—French, German and Spanish—mathematics, music, philosophy, physics, psychology, religion, speech and theatre, sociology and statistics. Also available are the two required courses "The Nature of Man" and "Great Epochs of World Culture."

A copy of the Summer Sessions catalog may be obtained by writing to Dr. Earl Kaylor, Jr., Founders Hall, Juniata College, Huntingdon, Pa.

Schlichter fund grows

A memorial fund has been established honoring William A. Schlichter, a senior who was killed in a tragic accident last summer following a picnic held by the Juniata Concert Choir.

The fund now totals \$3,653 with the income to be used annually to support an award to a senior man on the basis of his record for the first three years at Juniata.

Selection will be made by the Dean of Students, the Minister to Students, the Director of Financial Aid and the head of the music department.

In the statement for inclusion in the next edition of the College catalog the choice of the student who will receive the award will "be based upon academic achievement, Christian character, dedication to Juniata College and promise of future usefulness. These criteria reflect the qualities of the student life of William A. Schlichter."



Edward Branthaver '62

New faculty named for spring term

New members of the Juniata faculty include Edward Branthaver, instructor in sociology, who is Director of Child Welfare Services for Huntingdon County. He received his B.A. from Juniata in 1962 and his M.S.W. from the University of West Virginia in 1967. He has worked as a Case Worker for the Office of Public Assistance and most recently as Supervisor of the office in Huntingdon.

Branthaver previously did field work at the Juvenile Diagnostic Center, Columbus, Ohio and at the Rosewood State Hospital for the Mentally Retarded, Owings Mills, Md.

Miss Rosemary Daschbach is the new instructor in physical education and director of women's intramurals, replacing Mrs. James Thompson, who resigned in January. Miss Daschbach is a 1967 graduate of Lock Haven State College and came to Juniata from the Indiana (Pa.) Public School System.

Mr. James E. Himes, Esq., has returned to the Juniata faculty as instructor in business law. Attorney Himes, who will teach for the spring term, is a member of the Huntingdon law firm of Himes and Himes. He received his B.S. from the Pennsylvania State University and his LL.B. from the Dickinson School of Law. He was admitted to practice before the Huntingdon County Bar in 1963.

A member of the Juniata faculty who was inadvertently overlooked in the Fall Issue of the Alumni Bulletin is Milton da Silva, instructor in political science. Da Silva was born in the Azores and is a graduate of Peabody High School, Peabody, Mass. He received his B.A. from Nasson College, his M.A. from the

University of Massachusetts and is completing his doctoral work at the same institution.

Dr. Earl Kaylor, Jr. '46 author of two articles

The editor of the well known historical publication "Notable American Women, 1607-1950," a biographical encyclopedia sponsored by Radcliffe College, recently received the second of two commissioned articles by Dr. Earl C. Kaylor, Jr. '46, professor of religion and director of summer sessions.

An article published last year by Dr. Kaylor was on the noted Philadelphia Quaker reformer and philanthropist, Mrs. Anna Whitall Smith. The second article which will appear this spring is on Lucy Whitehead Peabody, a New England author, world renowned educator and ardent feminist. She was the founder of the Women's National Committee for Law Enforcement during Prohibition. This multi-volume publication is a resource and biographical guide for American historians and is the counterpart of the Dictionary of National Biography.

Limited open house policies set for men

The Juniata College Student Activities Council, consisting of faculty, administration and student representatives, has granted to men's residences permission to establish limited open house policies for weekends.

The Council, whose function is to handle student affairs, announced the hours for open house will be from 8:00 p. m. to 1:00 a. m. on Friday and Saturday, and 1:00 p. m. to 5:00 p. m. on Saturday afternoon. The new rules do not apply to women's residences.

Dr. Charles Schoenherr, dean of student affairs, announced that beginning in September, Tussey Residence Hall will be occupied by women while adjacent Terrace Residence Hall will continue to house men students.

Miller, Flory, Kline and Long Residence Halls along Warm Springs Road will be divided between men and women. These new residence units accommodate eight students in a suite and are open to junior and senior classmen only.



William D. Phillips '70 in the physics laboratory.

Phillips named Woodrow Wilson designate

William D. Phillips '70, a physics major from Camp Hill, Pa., has been named by the Woodrow Wilson National Fellowship Foundation as a designate for a fellowship for graduate study.

Donna J. Slate of Sunbury and David S. Crider of Manheim, Pa., both political science majors, were placed on the Honorable Mention List. The 1,153 finalists, known as Woodrow Wilson Designates, topped a field of outstanding graduating seniors nominated for the honor by more than 800 colleges.

Phillips, the fourth Juniata student to win this coveted award, is a 1966 graduate of Camp Hill High School. As an honor student at Juniata he held the C. C. Ellis Scholarship in 1968 and has been recognized for a perfect 4.00 "straight-A" academic average.

He has also been awarded a National Science Foundation graduate fellowship.

Bill's father is William C. '30 and his mother is the former Mary Catherine Savine '37. His sister, Maxine, Class of 1967, graduated Magna Cum Laude.

Phillips spent the Fall Semester of his senior year working as a research assistant at Argonne National Laboratory where he co-authored two papers dealing with spectral phenomenon. He served as laboratory instructor in physics at Juniata in addition to working with members of the Physics Department on numerous research projects.

Juniata professors describe Bill as an unusually inquisitive and ambitious student. These qualifications are sought by the Woodrow Wilson National Fellow-

ship Foundation selection committee in students who are "the most intellectually promising" 1970 graduates planning careers as college teachers.

Donna Slate is a member of the Juniata Honor Society and holds the C. C. Ellis Memorial Scholarship for 1969-70.

David Crider is a graduate of the Elizabethtown Area High School (1966) and also is a member of the Honor Society. He spent the 1968-69 semesters in the Brethren Colleges Abroad program at Marburg, Germany.

Commencement concert

Following their Annual Spring Tour of eleven concerts and the experience of hearing a special operatic concert at Lincoln Center in New York City, the Juniata Concert Choir returned to campus to prepare for the Commencement program on May 30.

Professor Bruce Hirsch has chosen "Carmina Burana" by the German composer Carl Orff, for the program. This rhythmic arrangement of a series of 13th Century poems in 20th Century language will require 110 to 115 men and women vocalists.

In order to build the Concert Choir to the size required by this work, Prof. Hirsch has issued a call for volunteers from both the community and the College. The accompaniment will be by the Philadelphia Percussion Ensemble.

As in past years, the performance will be held in Oller Auditorium, starting at 8:15 p. m.

\$10,000 grant for TV

A \$10,000 grant has made it possible for the Juniata Department of Psychology to acquire a closed-circuit video tape system—battery powered when necessary—for social-psychological experiments. Mr. David Drews, assistant professor of psychology and his wife Dr. Julie Drews, instructor in psychology, will use the new equipment for animal research projects. Included are a variety of animal chambers with relatively sophisticated electronic equipment designed for use in programming the experiments. The kind of events desired and the actions of the animals can be monitored by the researchers.



Dr. John C. Baker '17

Dr. Baker on Harvard A. M. P.

Dr. John C. Baker '17, chairman of the Juniata Board of Trustees, in the lead article of the Harvard Business School Bulletin for November-December 1969, describes the development of the famous Advanced Management Program for executive education at Harvard including the Program for Management Development and experimental short business courses.

Dr. Baker, who was a member of the Business School faculty from 1926 to 1945, outlines in his article the faculty actions which established the course for executives in the Harvard Summer School of 1927.

He details the devastating effect of the depression on prospective students two years later. Young executives, he writes, refused to leave their desks. As one expressed it: "I don't know who might have my desk when I return . . ."

Harvard has since become famous for the case method of study which was used so effectively in the first Special Sessions courses.

Dr. Baker left Harvard to become President of the Ohio University at Athens, Ohio.

Stauffer elected

President John N. Stauffer was elected to the Commission on Students and Faculty of the Association of American Colleges (AAC) at the Association's annual meeting in Houston, Texas.

The AAC is the national organization of undergraduate colleges of liberal arts and sciences. Its spokesmen represent the views of its 900 members on federal policy affecting undergraduate education. AAC Commissions seek to stimulate and communicate ideas which promise to improve the quality of undergraduate education.

As a member of the Commission, President Stauffer will meet periodically with 14 other leaders in higher education to discuss and recommend policies and procedures to the Association and its member colleges.

Museum expanding with many additional gifts

The Juniata College Museum, located in the Carnegie Building, is bulging with recent acquisitions to the already large historical collection. New items are constantly being donated by friends and alumni.

With the building of the L. A. Beeghly Library space was made available for museum items formerly preserved by the late Miss Lillian Evans, librarian from 1918 to 1952.

A permanent display is available for alumni. The museum is usually open on special days such as Homecoming, Reunions, Commencement and Founders Day, among others. A catalogue of the collection is being prepared.

Some recent contributors include: Dr. Joseph W. Howe '28, Mrs. S. M. Gehrett '07, Mr. Glenn Cunningham '26, Dr. Telford Blough '27, Mrs. Olive R. Reber '03, Mrs. Anna Neely '27, Mr. Harry F. Sieber '99 and Mrs. Cynthia Sayer '25.

Mrs. George Fraser '26, Mrs. M. G. Brumbaugh, Miss Ethel T. McCarthy '02, Mr. and Mrs. S. M. Hess '06-'09, The Reverend H. M. Fields, Dr. and Mrs. Calvert N. Ellis '23-'26 and Mrs. Della Jackson '28.

Mrs. Anna Groninger Smith '21, Mrs. Carrie B. Hoffman '05, Miss Elizabeth Myers '24, The late Dr. and Mrs. William I. Book, Mr. and Mrs. Austin L. Hunt, Jr. and Miss Isaphine Stewart '08.



The Juniata display in the Philadelphia National Bank windows, Broad and Chestnut Sts., Philadelphia.

Juniata display seen in three cities

Juniata College was on public display in Philadelphia for most of the month of February. Approximately 45 large photographs of the campus, students and faculty were arranged in two windows of the Philadelphia National Bank building at the corner of Broad and Chestnut Streets.

Arrangements for this unusual publicity was made by Trustee Vice Chairman Lester Rosenberger, president of the National Milling and Chemical Co.

Dr. and Mrs. Ellis complete world tour

President Emeritus and Mrs. Calvert Ellis returned recently from a world tour which included stops in the Far East, East Africa, Greece and finally Mallorca, Spain.

A retirement trip the Ellises had planned for ten years, they visited friends, Juniata graduates, and parents of students. In Taipei, Taiwan, they were entertained by the parents of Linda Cheng '71 and in Hong Kong by the parents of Elizabeth Lau '70.

In Kenya, East Africa, they went on a safari to photograph wild animals. They also visited Ethiopia before traveling to Athens, Greece and the final stop at Mallorca.

Dr. Ellis expects to continue as a consultant in higher education but at a reduced level. He was recently Chairman of the Middle States Association evaluation team at the Pittsburgh Theological Seminary.

During the week of April 6 Juniata will again be on view in the main show window of the J. C. Penney store on the new Monroeville Mall, Route 22, near Pittsburgh. This opportunity was arranged by Dr. William N. Maclay '47, vice president of Koppers Company, Inc.

The display material is available for use in other locations. For further information and photographs of past displays, please contact Barnard Taylor, director of public information.

Juniata Alumni Tours for 1970 and 1971

A de-luxe 21 day tour of England, Ireland, Scotland and Wales this summer will be the 5th annual tour for Juniata College. The Trans-Atlantic crossing stops at Shannon airport and then the tour will go through Britain by motor coach, steamer and rail.

The 1970 tour has been planned by Professor Emeritus Jack Oller '23 and Harold Brumbaugh '33, with arrangements by the Weimer-Oller Travel Agency, Huntingdon, Pa. Host conductors are Sue Jamison Klein '55 and Harold Brumbaugh.

In 1971 the Juniata Alumni Tour will visit the Iberian Peninsula. The trip will include Portugal, Spain, Mallorca and North Africa.

A trip behind the Iron Curtain is also scheduled for 1971. This tour will include visits to capitals in Eastern Europe. A third trip will be a grand tour of Europe.

Dr. King named to Who's Who in the East

Dr. Robert F. King, associate professor of music at Juniata College, has been named to "Who's Who In the East." His complete biographical sketch will appear in the forthcoming 1970 edition.

The head of the instrumental division of Juniata's Department of Music, Dr. King has been conductor of the Altoona Symphony since 1964. He is a director of the Blair County Arts Foundation chamber music series, and also is the founder and conductor of the Blair-Bedford Youth Symphony Orchestra.

A native of Mt. Vernon, Ohio, Dr. King earned his Bachelor of Science degree in education at Ohio State University, his Master of Music degree at the Eastman School of Music, and his Doctor of Education degree at the University of Illinois.

Concertmaster

As a violinist, Dr. King has served as concertmaster with numerous orchestras, including the Eastman Little Symphony, the Rochester Chamber Orchestra, the University of Illinois Sinfonietta and Opera Orchestra, and the Albuquerque Symphony Orchestra.

Dr. King joined the music faculty of Juniata College in 1967. His teaching responsibilities include instruction in violin, music history, and conducting.

As a conductor in central Pennsylvania, Dr. King has received numerous honors and accolades. In 1968 he was appointed special consultant in strings and orchestra for central Pennsylvania (Region H) under the federally funded Title III educational program. Consistently favorable reviews in the Altoona Mirror have reflected his keen ability: "The orchestra, under Dr. King's able guidance, is obtaining a degree of excellence which was frankly thought to be beyond the reach of a community orchestra."

He is a member of the American Association of Conductors and Composers, the Musicians' Union, the American String Teachers' Association, the American Symphony Orchestra League. He is a director of the Altoona (Pa.) Civic Music Association, and also the founder and director of a summer chamber music series in Manistique, Mich.



The Cloister on the Juniata campus was designed by G. Edwin Brumbaugh, F. A. I. A., and constructed in 1928.

Pennsylvania German Society to Meet on Campus May 9

May 9th promises to be a very busy time on the Juniata Campus. Not only will the Board of Trustees be present for their annual spring meeting but architect G. Edwin Brumbaugh, son of Martin G. Brumbaugh, former Governor of Pennsylvania and President of Juniata, (1894-1910; 1924-1930) will speak to the annual meeting of the Pennsylvania-German Society in Alumni Hall.

Brumbaugh will be the featured speaker in a day-long program devoted to the history of the Pennsylvania-German people. An architect who is nationally known for his work in the restoration and preservation of early American architecture, Brumbaugh will describe his projects since 1930 when he last spoke before the Society.

Alumni will recall that Brumbaugh designed Cloister (1928) and the Brumbaugh residence on 18th Street where Professor Emeritus Jack Oller and his wife now reside. He was also the original architect on the restoration of the Cloister's at Ephrata, Pa.

The Society's program includes a talk on the Christopher Sauer printing establishment in Germantown to be given by former Juniata professor, Dr. Donald Durnbaugh. An authority on the history of the Church of the Brethren, Dr. Durnbaugh is a member of the faculty at the Bethany Theological Seminary in Oak Brook, Illinois.

Mrs. Anne Catlin, director of libraries, Barnard Taylor, college editor, Dr. Earl Kaylor, Jr., professor of religion and Dr. Durnbaugh, will discuss the rare

books, pamphlets and broadsides in the William Emmert Swigart Treasure Room of the Beeghly Library.

Co-host for the day will be the Huntingdon County Historical Society of which John Swigart, Sr. '30, is president.

Prize for scholarship

In the interest of recognizing significant scholarly achievement among underclassmen, the Juniata College Honor Society has instituted a \$15 prize to be awarded annually to the sophomore student who has maintained the highest cumulative grade point average over three semesters of work (minimum 45 credit hours).

It is to be emphasized that recognition is in this case to be given solely on the basis of distinguished scholarship and is not to be confused with the annual election of seniors and second-semester juniors to membership in the Honor Society itself. Election to the Society involves examination of three criteria: moral integrity and broad cultural interests as well as scholarly achievement.

The sophomore recipient of the scholarship prize will be invited to the Society's annual banquet meeting each spring, at which time formal presentation of the award will be made. Recognition will also be given by way of announcement during the Senior Convocation in May of each year.



Basketball co-captains for the 1970-71 season are (left) John Smith and (right) Charles Harvey.

Smith and Harvey named co-captains of basketball squad

The Indians of Juniata College have chosen John Smith, of Lebanon, and Charles Harvey, of Harrisburg, as co-captains of the 1970-71 basketball team under head coach Russ Trimmer.

Smith and Harvey, who will both be seniors next fall, led their team in scoring and rebounds through Juniata's best season in 11 years (14-8) to nail down fourth place in the Middle Atlantic Conference Northern Division this year.

Smith led the Indians in scoring with a total 434 points and 168 rebounds this season, and broke the 1,000-point mark in his three-year career. Harvey, who was also a co-captain this season, led the team in rebounds (235) and assists (111) and was second in scoring with 288 points.

Juniata advanced to M.A.C. championship playoffs this season and were defeated 98-61 by league champions Philadelphia Textile in the first playoff game in Scranton Feb. 27. The week before, Juniata had lost to Textile by only 12 points, giving Herb Magee's Rams one of their toughest defensive battles of the season.

Both Smith and Harvey expressed their confidence that with some new height and more experience, Juniata will be strong contenders for M.A.C. championship honors next season. They did have some reservations about meeting Textile at Philadelphia next year, though. "They sure are good basketball players," Harvey said, "but we'll be looking forward to playing them."

Football co-captains named

Dave Sparks and Dan Greening, both juniors, have been named co-captains for the 1970 football season.

The pair will serve under second-year head coach Walt Nadzak in a nine game campaign (see schedule on back cover). Sparks led the Indians in scoring and rushing last season and Greening was a valuable asset to the defensive team.

Preparation for the season opener with Delaware Valley will begin early in August.

Schuyler sets record

Heavyweight co-captain Pete Schuyler, a senior from Wilmington, Del., paced the Juniata wrestling team all season and closed out his undergraduate career with a first place in the Middle Atlantic Conference tourney at Wilkes-Barre, Pa.

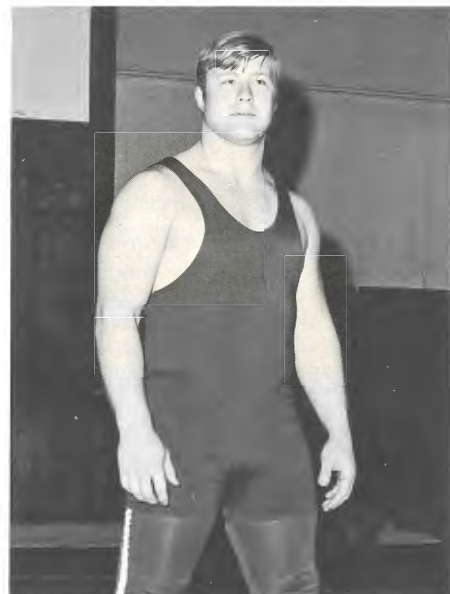
The Indians placed a surprising fourth in the 18 team field. Jeff Massingham '71 (118) of Orelan, Pa. and Jim McCartney '73 (126) of Corning, N. Y., received fourth place medals.

Schuyler had an outstanding 11-1 record for a school season record of nine falls to his credit. His only loss of the year was a close 7-5 decision to Lycoming's Andy Ketner.

The Juniata heavyweight has failed to pin only two opponents in victories this season. He finished the year with seven straight falls after decisioning Gettysburg's Joe Lemmon 6-2. His other win by decision was a 6-0 nod over California's Garee Piper.

Juniata has never before had an individual champion in the MAC event. The highest individual finish was by 145 pound Chris Sherk who placed second in 1968.

Coach Bill Berrier '60, took these members of his squad to the tournament: 118, Jeff Massingham (6-4-1); 126, Jim McCartney (2-10); 134, Ed Constable (0-4-1); 142, Mike McCartney (1-9); 150, Jim Hutchinson (1-4); 158, Jeff Elwell (8-4); 167, Dan Greening (8-2-1); 177, Warren Scott (4-6); 190, Tom Mears (4-7).



Pete Schuyler '70

Alumni Summer Weekend

JULY 30 TO AUGUST 2, 1970

The success of the 1969 Alumni Weekend encouraged the National Alumni Association to plan an exciting program of seminars, lectures and recreational events for this summer of 1970. The theme chosen by Dr. Earl Kaylor, Jr. '46 and Glenn C. Zug '51, directors of the program, is "Law and Privacy."

Dr. Kaylor, professor of religion and Director of Summer Sessions, announced that Juniata alumni who are attorneys at law will be the main speakers and assist with seminars on the vital contemporary topic. They will be joined by members of the Juniata faculty.

In addition to the schedule of discussions there will be tours, outings in nearby state parks and a visit to the new Raystown Dam project.

All housing will be in the new apartment complex with meals and study sessions held in air-conditioned Ellis Hall. The tuition is \$48 per person, \$90 per couple and \$25 for part-time, local or patron fee (including four meals).



CUT AND RETURN

PRE-REGISTRATION FORM

I _____ we _____ will plan to attend the Alumni Weekend, July 30 to August 2, 1970 on Juniata's campus. Enclosed is my check (payable to Juniata College) for \$25.00 as an advance deposit.

NAME _____ CLASS _____

ADDRESS _____

_____ ZIP _____

TELEPHONE _____

Juniata Reunion Classes

May 30, 1970

If you are a member of one of Juniata's classes celebrating a reunion, this is a most significant year! All reunion classes are scheduled for Saturday, May 30 and the program includes a "State of the College" address by President John N. Stauffer '36, as well as the presentation of Alumni Awards.

Between the alumni-senior class luncheon and the Reunion Dinner in the evening, Dr. Robert L. Fisher, associate professor of biology, will give a lecture on "Ecology and Survival," at 3:30 p. m. in Alumni Hall.

A morning seminar has been arranged with members of the Task Force on "Juniata in the 70's." The following day is Commencement and many alumni will want to stay for that exciting event.

Classes to be honored this year are: '19 and prior; 1920, Fiftieth Reunion; 1926, '25 and '24, Group Forty-fifth; 1930, Fortieth; 1945; Twenty-fifth; 1951, '50 and '49, Group Twentieth; 1960, Tenth; and 1969, First.

President Stauffer has extended a warm invitation to all alumni to share this important occasion with the Class of 1970.

NOTE: All 1920 Class members and "Emeriti" alumni are guests of the College for the weekend.

CUT AND RETURN

PRE-REGISTRATION FORM

I (will) (will not) be able to attend the May 30 Reunion program.

_____ (number) persons will be attending with me.

_____ Alumni/Senior Luncheon, Saturday, May 30 at \$3.00 per person.

_____ Reservation for Class Reunion Dinner. (Cost basis at separate locations)

Cafeteria meals are available Saturday and Sunday at \$1.00 for breakfast; \$1.50 for lunch and \$2.75 for dinner.

NAME _____ CLASS _____

ADDRESS _____

_____ ZIP _____

TELEPHONE _____

CALENDAR OF EVENTS

- April 16—Dinner Seminar, 6:15 p. m., Ellis Hall
Alumni sponsored; Dr. Charles Schoenherr, *Dean of Students*, speaker and his topic is "Students and Drugs"
- May 2—Alumni Council Meeting
May Day
- May 3—Chamber Music—Robert Mumper, *pianist*, guest, 8:15 p. m., Oller Auditorium. Under the direction of Dr. Robert King
- May 9—Pennsylvania-German Society meeting
Spring Meeting Juniata Board of Trustees
- May 12—Dinner Seminar, 6:15 p. m., Ellis Hall
Alumni sponsored; Walter Nadzak, *Director of Athletics*, speaker and his topic is "Juniata's Athletic Program"
- May 10—Senior recital—Elizabeth Lau, *piano*, 8:15 p. m., Oller Auditorium
- May 13—Spring Mountain Day
- May 14—Convocation for seniors, 10 a. m.
Student Chamber Music Concert, Ball Room, Ellis Hall, 8:15 p. m. Under the direction of Dr. Robert King
- May 16—Luncheon meeting—Friends of Library, 12 noon
All Sports Banquet
- May 17—All-Faculty Chamber Music Concert, 8:15 p. m., Oller Auditorium. Under direction of Dr. Robert King
- May 18—Finals begin
- May 30—Alumni Reunion Day—Alumni—Senior Luncheon
Commencement Concert/Juniata College Choir assisted by Philadelphia Percussion Ensemble and vocal soloists, directed by Bruce A. Hirsch presents *Carmina Burana* by C. Orff

May 31—Baccalaureate—10:45 a. m.
Commencement—2:30 p. m.

June 15 to August 21—Summer Sessions/Dr. Earl C. Kaylor, Jr.,
Director

July 30 through August 2—All-Alumni Weekend

August 29—Alumni Workshop

October 17—Homecoming

October 31—Parents Day



1970 FOOTBALL SCHEDULE

Sept. 19—*Delaware Valley College	H
Sept. 26—*Albright College	H
Oct. 3—*Susquehanna University	A
Oct. 10—Grove City College	A
Oct. 17—*Lycoming College	H
(Homecoming)	
Oct. 24—*Upsala College	A
Oct. 31—Washington & Jefferson	H
(Parents Day)	
Nov. 7—*Western Maryland College	A
Nov. 14—*Moravian College	H
* Middle Atlantic Conference	

JUNIATA

COLLEGE BULLETIN

JUNIATA COLLEGE
Office of Alumni Relations
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